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THE Bulletin
OF THE
NATIONAL ASSOCIATION
OF
*Secondary-School
Principals*

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NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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1952-53

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The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

A Department of Secondary Education of the NATIONAL EDUCATION ASSOCIATION

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

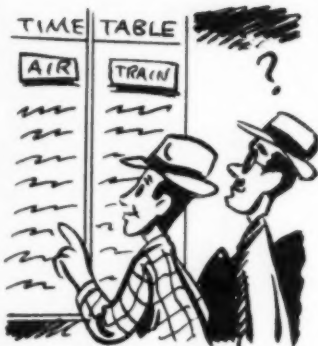
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1201 Sixteenth Street, N. W., Washington 6, D. C.



Last Call for the Great Convention

OF THE
**NATIONAL ASSOCIATION OF
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Add a day at the Grand Canyon, using the Santa Fe Railroad, for only \$7.50 (plus Federal tax) additional railroad fare on February 26 on return from the Convention.

Make all hotel reservations NOW for Los Angeles with the Convention and Visitors Bureau, 1151 South Broadway, Los Angeles 15, California.

CONVENTION THEME: FACING GREAT ISSUES IN EDUCATION

Highlights of the Convention

Saturday, February 21

11:00 A.M.—GENERAL SESSION

Today's Challenge for Secondary Education—Alexander J. Stoddard, Superintendent of Schools, Los Angeles, California

2:30 P.M.—GENERAL SESSION FOR JUNIOR HIGH SCHOOLS

Trends in Junior High-School Education

Improving the Curriculum

Examining Our Public Relations

GENERAL SESSION FOR SENIOR HIGH SCHOOLS

Youth Challenges the Secondary School

Meeting the Needs of Youth

The Next Job in Secondary Education

GENERAL SESSION FOR JUNIOR COLLEGES

Making the Community Self-Study Survey

Problems of Staffing the Community College

Unified District or Separate District—Which Is Better for the Community and Its College?

7:00 P.M.—ANNUAL BANQUET

Education for Citizenship—Lewis K. Gough, National Commander, The American Legion

Education for Today's Youth—Loretta Young, Motion Picture Star; Academy Award Winner

Admission by dinner ticket, \$5.00

Sunday, February 22

9:30 A.M.—SPECIAL TOURS

Forest Lawn Memorial Park

Huntington Library, Pasadena

Hollywood, Beverly Hills, and Pacific Ocean

4:00 P.M.—RECEPTION. ALL ARE INVITED

8:00 P.M.—INSPIRATIONAL PROGRAM

Music and Narration—*Spiritual Foundations*—by Long Beach City Schools, California

By Faith We Shall Conquer—The Rev. Louis H. Evans, Pastor, First Presbyterian Church, Hollywood, California

Monday, February 23

9:30 A.M.—GENERAL SESSION

Youth, Our Greatest Asset—Arthur F. Corey, State Executive Secretary, California Teachers Association, San Francisco, California

At Home in One World—John H. Furbay, Director, Air World Education, Trans World Airlines, Inc., New York, New York; Aviation Representative to UNESCO

11:15 A.M.—SPECIAL TOURS

Knott's Berry Farm

Palos Verdes, San Pedro Harbor, Signal Hill Oil Wells

2:15 P.M.—DISCUSSION GROUPS

Group I—*What Changes Are Needed in the Junior High-School Program?*

Group II—*How Can the Student Council Make Its Greatest Contribution to the School?*

Group III—*What Practices Have Proven Most Helpful in Developing Better Student-Teacher Relationships?*

Group IV—*How Can Faculty Meetings Be Used to Improve Instruction?*

Group V—*What Kind of Guidance and Counseling Programs in the Small High School?*

Group VI—*How Can the School Program Contribute to a Better Appreciation and Acceptance of Moral and Spiritual Values?*

Group VII—*What Is the Role of the State Principals' Associations and Other State Professional and Lay Organizations in Promoting Life Adjustment Education?*

A Definition of Life Adjustment Education

What Basic Policies Are Essential in a State-Wide Life Adjustment Education Program?

What Administrative Structure Is Essential in a State-Wide Life Adjustment Program?

How Do You Get a State-Wide Life Adjustment Education Program Under Way?

What Evaluation Procedures Are Recommended in a State-Wide Life Adjustment Education Program?

Group VIII—*What Is the Role of the Principal in Promoting a Life Adjustment Education Program in His School?*

What Are Some Highlights in a Local High School Life Adjustment Education Program?

Group IX—*How Can We Provide an Activity Program That Includes All Students?*

Group X—*How Should the Public Secondary School Meet the Needs of Gifted Students?*

Group XI—*How Can the School Develop Placement Services and Work Experience Education for Youth?*

Group XII—*How Should We Teach Controversial Issues in the Secondary School?*

Group XIII—*What Is the Role of the Principal in Democratic Administration?*

Group XIV—*What Kind of Guidance and Counseling Programs in the Large High School?*

Group XV—*What Are Necessary Administrative Policies for a Wholesome Athletic Program?*

Group XVI—*What Administrative Policies Promote Good Principal-Faculty Relations?*

Group XVII—*What Provisions Should Be Made for an Instructional Program in Basic Skills for Youth in the Junior and Senior High School?*

Group XVIII—*What Are the Schools Doing About School Leavers?*

Group XIX—*How Can We Make Our Activity Program More Attractive and Desirable Than Secret Societies?*

Group XX—*What Educational Program Is Needed in the Thirteenth and Fourteenth Years or the Community College?*

8:30 P.M.—GENERAL SESSION

Student pageant and gorgeous aquacade by four high schools—*California: Past and Present*—in the beautiful Beverly Hills High School

Admission by ticket. Transportation from Hotel Statler, \$1.00 per person

Tuesday, February 24

9:00 A.M.—SPECIAL TOURS

Fashion Show and Brunch at Bullock's Pasadena; Tour of Huntington Library
Visits to Selected Secondary Schools
Forest Lawn Memorial Park
Exposition Museum; the Coliseum; and University of Southern California

9:30 A.M.—GENERAL SESSION

Men at Work—J. Paul Leonard, President, San Francisco State College, San Francisco, California
Our Current Moral Dilemma—What Can We Do?—Douglas M. Kelley, Professor of Criminology, University of California, Berkeley, California

2:15 P.M.—DISCUSSION GROUPS

- Group I—*How Can We Develop Better Reading Skills and Habits in Junior and Senior High-School Students?*
Group II—*How Can We Develop a More Functional Citizenship Program?*
Group III—*How Can the School Meet the "Attacks" on Education?*
Group IV—*What Are Promising Administrative Practices in the Senior High School?*
Group V—*What Are the Evidences of Need for a Year-Round Educational Program?*
Group VI—*How May Guidance Be Effective in the Junior High School?*
Group VII—*What Is the Role of the State Principals' Associations and Other State Professional and Lay Organizations in Promoting Life Adjustment Education?*
What Are the Highlights in a State-Wide Life Adjustment Education Program?
Group VIII—*What Is the Role of the Principal in Promoting a Life Adjustment Education Program in His School?*
How Are Common Learnings, Core Curriculum (Block Program), Being Used in Life Adjustment Education in the Junior and Senior High School?
Group IX—*How Should We Provide for the Slow Learner?*
Group X—*What Are Current Concepts of the Activity Program?*
Group XI—*How May Out-of-School Youth Earn a Certificate of High-School Equivalence or a Diploma?*
Group XII—*How Can We Make the School Contribute to the Community and the Community to the School?*
Group XIII—*What Are Promising Administrative Practices in the Junior High School?*
Group XIV—*What Is Today's Role for the Junior College?*
Group XV—*How Can We Control Non-Athletic National Contests and Activities?*
Group XVI—*What New and Significant Developments in School and College Relations?*

Group XVII—*What Improvements Should Be Made in Professional Standards for Principals?*

Group XVIII—*What Administrative Problems Are Peculiar to the Small High School, and How Can They Be Solved?*

Group XIX—*What Is New in Educational Plant Facilities?*

Group XX—*What Are Effective Ways for Evaluating the Secondary School?*

8:30 P.M.—GENERAL SESSION

Special Television Broadcast: Presented by Academy of Television Arts and Sciences

Wednesday, February 25

9:00 A.M.—SPECIAL TOURS

Telecast and Tour of Farmers' Market

Visits to Selected Secondary Schools

9:30 A.M.—DISCUSSION GROUPS

Group I—*How Should the Junior High School Be Modernized?*

Group II—*What Are the Best Ways to Evaluate Citizenship Education?*

Group III—*Opportunity and Challenge in Today's World—Teachers and Parents Work with Youth*

Group IV—*How Can We Provide Counseling Services for All Students?*

Group V—*How Can We Recruit Better Candidates for Teaching?*

Group VI—*What Are the Aims and Objectives of the Student Council?*

Group VII-VIII—*A Look Ahead in Life Adjustment Education*

At the National Level

At the State Level

At the Local School Level

Group IX—*What Is New in In-Service Programs?*

Group X—*What Guiding Principles Will Make for Better School Schedules?*

Group XI—*What Education for National Security?*

Group XII—*What Audio-Visual Materials, including Television, Can Be Used Effectively in the Instructional Program?*

Group XIII—*How Best Can Be Utilize the Results of a Testing Program?*

Group XIV—*How May We Make the Recording and Reporting of Pupil Achievement More Meaningful?*

Group XV—*How Can a School Increase Its Holding Power of Youth?*

Group XVI—*How Can Faculty Meetings Be Used to Improve Professional Growth?*

Group XVII—*How Can We Improve the Administration of Our Six-Year Schools?*

Group XVIII—*What Kind of Home and Family Living Education for Youth?*

Group XIX—*What Constitutes a Good Program of Conservation Education?*

Group XX—*How Can Supervision Make Its Greatest Contribution to the Learning Process?*

1:30 P.M.—GENERAL SESSION

Dramatic Readings—Charles Laughton and Judith Anderson, Motion Picture Stars from Columbia Studios

National Contests for Schools—1952-53

National Contest and Activities Committee of the National Association of Secondary-School Principals

AN important and valuable professional service on national contests in secondary schools is given to secondary-school administrators twice during a school year, in the October and February issues of *THE BULLETIN*, by the National Contest and Activities Committee¹ of the National Association of Secondary-School Principals. These contests, generally competitive for pupils throughout the country, are offered to the schools by industrial, business, and institutional firms, organizations, and associations which recognize the winning students with prizes and awards. School principals are urged to consult the October and February issues of *THE BULLETIN* for the current reports of the National Contest Committee.

A. RECOMMENDATIONS FOR PARTICIPATING IN NATIONAL CONTESTS IN SCHOOLS

Several years ago, there was an insistent demand by many school administrators that the National Association of Secondary-School Principals study the growing issue of all kinds of nonathletic contests that were being brought to the secondary schools in increasing number annually. A national contest committee was appointed to make a thorough study of the prevailing national contest situation. In general, it found that many school principals and teachers were opposed to national contests, especially the essay-type contests. All schools seemed to have past experiences where pressures were put on the school to participate and "give itself over" to the benefits promised school youth, even if the contest carried some implied and subtle commercialism or propaganda. The committee, however, found that there were many national contests that were relatively free of commercialism and propaganda and that both the school and youth would have a beneficial educational experience in participation in some national contests regardless of prizes won. The committee recommended:

1. *School Participation*

(a) On a national basis—That a school confine its participation to those national contests that are currently placed on the approved list by the National Contest and Activities Committee.

¹The National Contest and Activities Committee: George A. Manning, *Principal*, Muskegon Senior High School, Muskegon, Michigan; George L. Cleland, *Secondary-School Consultant*, State Department of Education, Topeka, Kansas; Robert L. Fleming, *Principal*, South High School, Youngstown, Ohio; John M. French, *Principal*, La Porte High School, La Porte, Indiana; and Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South La Salle Street, Chicago 3, Illinois.

(b) On a state basis—That schools limit their participation in contests and activities sponsored by their own high-school organizations within the state in preference to any activities sponsored by other agencies. Many states evaluate and approve statewide or local contests and activities, and approved lists are available from officers of state high-school organizations.

2. *Student Participation*

(a) That, if a school participates in any contest or activity outside the state, no student should be absent from school more than five school days for a single contest or activity.

(b) That an exception for an individual contestant be made if successive steps are required to determine the winner of a national or regional contest.

(c) That no high school should enter more than two regional or two national contests per year in which ten or more students from that school are involved initially, except scholarship contests.

(d) That no individual student should participate in more than one contest in each of the six categories on the approved list except where scholarships are involved.

3. *Essay Contests*

That a school should not participate in more than one essay or forensic contest each semester. (Fewer than five students in each school shall not be considered official school participation.) Participating in essay contests is generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty.

4. *School Policy*

That all secondary schools take a firm and consistent position on nonparticipation in unapproved national and state contests and activities.

B. APPROVED NATIONAL CONTESTS

The National Contest and Activities Committee has set up criteria which serve as an educational guide to business and industry of the kind of contests the schools desire and need. These were developed and revised out of the experience of those who had the greatest experience in national contests. The following criteria are used by the National Contest and Activities Committee in evaluating all national contests for placement on the *Approved List of National Contests for Secondary Schools*:

1. The purpose and objective of any contest or similar activity must be sound and timely:

- a. The contest must be a worthy activity.
- b. The activity must be stimulating to student and school.
- c. All contests must be desirable activities for the schools.
- d. The activity and award should be philanthropic whenever possible:
 - (1) Scholarships for worthy students.
 - (2) Useful prizes and awards.

- e. The educational values must always outweigh commercial aspects of activity.
2. Contest or similar activity should be well planned and have adequate and impartial evaluation.
3. Contests should not duplicate other contests or activities sponsored by other organizations. The same organization should not conduct more than one national contest in the same school year.
4. Awards and prizes, soundly and fairly determined, must be adequate in number and amount.
5. The contest must not place an excessive burden on student, teacher, and/or school. School or student should not be required to pay a fee to participate in a contest.
6. Contest must not require excessive or frequent absence of participants from school.
7. The subject of an essay or similar contest must not be controversial, commercial, or sectarian. Propaganda, good or bad, should be avoided.
8. The organization offering the contest or other similar activity must be engaged in a creditable or generally acceptable enterprise or activity regardless of the kind and character of prizes offered.

C. THE APPROVED NATIONAL CONTESTS FOR 1952-53

The National Contest and Activities Committee has again considered the applications for national school contests by firms, organizations, and institutions outside organized educational agencies. The following national contests have the approval of the Committee and are suggested to schools as the only national contests from which they should choose during the school year 1952-53.

Sponsoring Agency

National Contest Approved

Agriculture Contests

Future Farmers of America, Office of Education, Federal Security Agency, Washington 25, D. C.

National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts

Livestock, Dairy, and Poultry Judging

- a. Vegetable Demonstration and Judging
- b. Production and Marketing Contest
- c. Muck Crop Show

Art Contests

American Automobile Association, 17th Street and Pennsylvania Avenue, N. W., Washington 6, D. C.

American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana

Fisher Body Division, General Motors Corporation, Detroit 2, Michigan

National Scholastic Press Association, 18 Journalism Bldg., University of Minnesota, Minneapolis 14, Minnesota

Traffic Safety Poster Contest

Poppy Poster Contest

Craftsman's Guild

Photographic Contest

National Wildlife Federation, 3308 Fourteenth Street, N. W., Washington 10, D. C.

Poster Contest

Essay Contests

Advertising Federation of America, 330 West 42nd Street, New York 18, New York
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts

Essay Contest

Essay, Story, and Poetry Contest

L. & C. Mayers Co., 516 West 34th Street, New York, New York

Essay Contest

Improved Order of Red Men, 1521 Girard Avenue, Philadelphia, Pennsylvania

Essay Contest

Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri

Essay Contest

National Association of Real Estate Boards, 1737 K Street, N. W., Washington 6, D. C.

Essay Contest

National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.

Essay Contest

National Sales Executives, 136 East 57th Street, New York 22, New York

Essay Contest

National Tuberculosis Association, 1790 Broadway, New York 19, New York

Essay Contest

Omega Psi Phi Fraternity, Inc., 107 Rhode Island Avenue, N. W., Washington, D. C.

Essay Contest

Propeller Club of the United States, 17 Battery Place, New York, New York

Essay Contest

Forensic Contests

Future Farmers of America, Office of Education, Federal Security Agency, Washington 25, D. C.

Oratorical Contest

Improved Benevolent and Protective Order of Elks of the World, 390 Beale Ave., Washington 2, D. C.

Oratorical Contest

National Americanism Committee of the American Legion, 777 North Meridian St., Indianapolis, Indiana

Oratorical Contest

National Association of Radio and Television Broadcasters; Radio-Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N. W., Washington 6, D. C.

Voice of Democracy Radio Speech Contest

National Forensic League, Ripon, Wisconsin
Ohio State University, Speech Department, 205 Derby Hall, Ohio State University, Columbus 10, Ohio

Forensic Contest

Forensic Contest

Supreme Lodge, Knights of Pythias, 1054 Midland Bank Bldg., Minneapolis 1, Minnesota

Oratorical Contest

Home Economics and Industrial Arts

- | | |
|---|------------------------|
| Ford Motor Company, 3000 Schaefer Rd., Dearborn, Michigan | Industrial Arts Awards |
| National Red Cherry Institute, 322 South Michigan Avenue, Chicago 4, Illinois | Baking Contest |

Scholarships

- | | |
|--|--|
| American Association for the United Nations, Inc., 45 E. 65th St., New York 21, New York | Scholarships or Cash Awards |
| American Veterans of World War II, 1710 Rhode Island Avenue, N. W., Washington, D. C. | Scholarships for Children of Deceased or Totally Disabled Veterans |
| Bausch and Lomb Optical Company, 635 St. Paul St., Rochester 2, New York | Scholarships |
| Consolidated Freightways, Inc., Box 3618, Portland 8, Oregon | Scholarships |
| Elks National Foundation Trustees, 16 Court St., Boston 8, Massachusetts | Scholarships |
| New England Textile Foundation, 68 South Main St., Providence, Rhode Island | Scholarships |
| Scholarship Board of the National Association of Secondary-School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C. | National Honor Society Scholarships |
| Science Service, 1719 N Street, N. W., Washington 6, D. C. | Science Talent Search |
| Westinghouse Educational Foundation, Carnegie Institute of Technology, Pittsburgh 13, Pennsylvania | Scholarships |
| Quill and Scroll Society, 111 West Jackson Blvd., Chicago 4, Illinois | Scholarships (Journalism Writing) |
| Quill and Scroll Society, 111 West Jackson Blvd., Chicago 4, Illinois | Scholarships (Political Quiz II) |

Miscellaneous Contests

- | | |
|--|----------------------------|
| American Association of Teachers of French, Southwestern, Memphis 12, Tennessee | French Examination |
| Association for Promotion of Study of Latin, Elizabeth, New Jersey | Latin Examination |
| Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois | Best Teacher Selection |
| Scholastic Magazine, Inc., 351 Fourth Ave., New York 3, New York | Art, Literature, and Music |
| Science Clubs of America-Science Service, 1719 N St., N. W., Washington 6, D. C. | National Science Fair |
| Future Scientists of America, National Science Teachers Assoc., 1201 Sixteenth St., N. W., Washington 6, D. C. | Science Achievement Awards |

Military Service and the High School's Responsibility for Guidance to Youth

WERNER C. DIECKMANN

THE unsettled world situation, the stepped-up production of war materials and the expanded training program of the U. S. Armed Forces will continue to place before high-school youth and their parents the question of, "How can the individual best discharge the obligation of all citizens to perform some kind of military service during these times of continuing international stress?"

In a democracy the individual has some opportunity to choose the form that his military service contribution will take. Thoughtful planning should be the basis upon which a decision is reached as to how and when the military service obligation will be discharged. Providing military service information to youth and their parents and counseling pupils to prepare themselves for the military service experience are jobs that needs to be done in all secondary schools.

The following information has been compiled for the guidance of high-school youth, their parents, and high-school administrators and counselors as a joint project of the State Office of Public Instruction, the Washington Secondary-School Principals' Association, and the Interstate Council on High School-College Relations:

SOME BRIEF SELECTIVE SERVICE INFORMATION

The Universal Military Training and Service Act was enacted by Congress June 19, 1951. This act continues the Selective Service System indefinitely, extends authority to induct men into the Armed Forces to July 1, 1955, except the liability for induction of registrants deferred under regulations until they are 35 years old. With few exceptions, every male person who becomes 18 years of age is required to register. This may be done at a local board office or by a registrar who is located elsewhere and who has agreed to serve in such capacity. Sometime after registering the registrant will receive a classification questionnaire. The local board uses this information in determining the registrant's classification:

CLASSIFICATIONS

Class I-A: Available for military service

Class I-A-O: Conscientious objector available for noncombatant military service only

Werner C. Dieckmann is Director of Secondary Education, State Department of Public Instruction, Olympia, Washington.

- Class I-C: Member of the Armed Forces of the United States, the Coast and Geodetic Survey, or the Public Health Service, and certain registrants separated therefrom
- Class I-D: Member of reserve component or student taking military training
- Class I-O: Conscientious objector available for civilian work contributing to the maintenance of the national health, safety, or interest
- Class I-S: Student deferred by statute
- Class -IW: Conscientious objector performing civilian work contributing to the maintenance of national health, safety, or interest
- Class II-A: Registrant deferred because of civilian occupation (except agriculture and activity in study)
- Class II-C: Registrant deferred because of agricultural occupation
- Class II-S: Registrant deferred because of activity in study
- Class III-A: Registrant with child or children; and registrant deferred by reason of extreme hardship and privation to dependents
- Class IV-A: Registrant who has completed service; sole surviving son¹
- Class IV-B: Official deferred by law
- Class IV-C: Alien
- Class IV-D: Minister of religion or divinity student
- Class IV-F: Physically, mentally, or morally unfit
- Class V-A: Registrant over the age of liability for military service

SOME DEFINITIONS

When a registrant has been ordered to report for induction and has had that order delayed until a later specific date, he is said to have been "postponed." When a registrant has been classified in a class not available for service, he is (if not exempt) said to have been "deferred."

COMPLETION OF HIGH SCHOOL IS RECOMMENDED FOR ALL STUDENTS AND PROVIDED FOR IN THE LAW

A registrant who is under twenty years of age and who is satisfactorily pursuing a full-time course of instruction in high school shall be deferred until he (1) graduates or (2) becomes twenty years old or (3) ceases to pursue such course of instruction satisfactorily, whichever occurs first. This is known as a statutory deferment because it is provided for by law. U. S. Navy Recruiting Service has produced a booklet *Stay In School* which may help convince students to complete high school.

POST HIGH SCHOOL PLANS: MILITARY SERVICE NOW OR LATER

A. Military Service—Now

1. *Induction via selective service:* At age 18½ years a registrant may be inducted for military service. Length of active duty is twenty-four months with an addi-

¹ Sole surviving son of a family in which one or more sons or daughters died in line of duty while serving in the Armed Forces.

tional six years in a reserve component for a total obligated service period of eight years.

2. *Enlistment in a branch of the United States Armed Forces:* Periods of enlistment in the several branches of the U. S. Armed Forces for young men and young women vary from two to six years. Since these enlistment programs vary greatly, no attempt will be made to list them. It is recommended that each high school designate a faculty member or members to contact the nearest U. S. Armed Service Recruiting Office in order to receive a complete picture of the many enlistment programs offered to young men and young women. In rural areas, the regional principals associations or the office of county superintendent of schools might invite the staff of the U. S. Armed Forces Recruiting Office to meet with the high-school representatives of the area in order to gain full understanding and develop a desirable working relationship.

B. *Military Service—Later*

1. Many registrants (must be attending college or university prior to being ordered to report for induction) who planned to go to college may complete at least one academic year before being inducted. Statutory deferments are provided until the end of the registrant's academic year. Continuation at college will depend upon the registrant's desires, his aptitude, his scholastic standing, and national interest.

2. Aptitude is measured by what is known as the Selective Service College Qualification Test. This test is intended to measure the *ability* to learn. This test has been given several times at approximately 1,000 locations (educational centers) throughout the country. There is every reason to expect that they will continue to be given a couple times a year, or oftener, in the future. The present passing score is 70. No one may take such a test unless he is a full-time college student, and has not previously taken the test. Trade or vocational schools are not institutions of learning similar to colleges or universities as the terms are used in this connection. Scholastic standing is determined by the college. By this process the registrant is ranked among the full-time male students in his class. Local boards are not bound to following the findings either as to aptitude or scholastic standing, but, almost invariably, they have done so.

3. Approximately 350,000 college students are being deferred annually through the channels of the selective service college qualification test and scholastic rank in class. *Upon completion of a program of college study, the student will be subject to the same period of active service as noted previously.*

PREPARATION OF STUDENTS FOR MILITARY SERVICE WHILE ATTENDING COLLEGE

The following are some generalizations concerning the college campus ROTC programs:

A. The ROTC program is compulsory for physically fit men who are United States citizens enrolled in collegiate institutions where ROTC is located. The Army ROTC and Air Force ROTC are compulsory only during a student's freshman and sophomore years (Basic ROTC). NROTC is available only to selected students, and upon admission, enrollment is compulsory during a continuous four-year course.

B. Selection for Navy ROTC is based, among other requirements, upon good academic records, and either (1) scores made on the NROTC nation-wide aptitude test available periodically to high-school men, or (2) by direct selection made by the collegiate institution having the NROTC program.

C. Advanced Army ROTC or Advanced Air Force ROTC is available for junior or senior college men. Selection is dependent upon voluntary application, and, among other requirements, upon good academic records achieved in the first two years of college work.

D. Satisfactory completion of the four-year NROTC program leads to a commission in the regular Navy or Marine Corps, or in the Navy or Marine Corps Reserve. Those who are commissioned in the regular Navy or Marine Corps serve a period of active duty of approximately three years, after which time they revert to reserve status. Reserve officers are subject to call to active duty during a seven-year period beginning with classification in reserve status.

E. Completion of the Advanced Army or Air Force ROTC program leads to a regular or reserve commission, and, in the latter case, the officer is subject to active duty during a seven-year period.

F. ROTC and NROTC enlistments require college courses in military science in addition to other academic college work.

G. Students in Advanced ROTC and NROTC programs (that is, during their junior and senior years only) receive monetary allowances varying from approximately \$25 to \$50 a month.

H. Approximately 200,000 college students are being deferred annually through ROTC. Details concerning ROTC programs are many and complex. Interested students should correspond directly with the collegiate institution which conducts the Reserve Officers' Training program which they hope to enter. *It is to be noted that membership in an ROTC unit does not discharge the obligation of military service. Active duty and a period of reserve status follow completion of ROTC programs.*

TRAINING THROUGH THE NATIONAL GUARD OR THE ORGANIZED RESERVE OF THE ARMED FORCES OR COAST GUARD

There is a wide variety of reserve units, each with its particular requirements and opportunities. These units are located in many communities and it is possible for a college student or a young man, planning to work after completing high school, to enlist in such a unit and, thereby, prepare for eventual discharge

of his obligation of military service. The following are some generalizations concerning these programs:

A. Enlistees are classified I-D.

B. Members of these units are subject to call to active duty at any time. Sometimes the entire unit is called to active duty; at other times individuals are called to active duty.

C. An enlistee receives military experiences which prepare him for military service when called to active duty.

CONCLUSION

Colleges and universities will include in their catalogues and bulletins specific information concerning the ROTC and Organized Reserve programs offered on their campuses and in their geographic areas. The collection of information concerning the enlistment programs of U. S. Armed Forces can best be facilitated by contacting the nearest U. S. Armed Forces Recruiting Service Office. The local office of selective service is the source of accurate information for both the high-school adviser and the registrant.

Mr. Administrator:

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The Advising, Guidance, and Counseling of Junior College Students

B. LAMAR JOHNSON

"Yet it would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education."

—JAMES BRYANT CONANT¹

TO some, President Conant's statement may appear to be over-enthusiastic and exaggerated. A little thought, however, reveals (the plain fact) that it is the simple truth. This is so because American democracy is in an educational dilemma. It is at once committed to vast mass public education (as indeed with certain limitations are the totalitarian states) and to individualized education for each child, adolescent, youth, and adult. This individualization is the hallmark and "homework" of education in a democracy. It seems clear that guidance is thus far the only process and technique through which a nation can do both the mass and the individual job.

THE IMPORTANCE OF GUIDANCE

Advising, guidance, counseling—the student personnel services—² may contain the key to the success or failure of the junior college, the success or failure of its faculty, and, what is more important, the success or failure of each separate student. Through the guidance program students may come to a better understanding of themselves, their abilities, their interests, their problems, their values; they may define goals which they wish to accept as their own; and they may project plans for achieving these goals.

¹ From Foreword to John W. M. Roethlisberger and Bert A. Roentz, *Guidance of American Youth*. Cambridge, Mass.: Harvard University Press, 1950.

² As used in this article:

Advising is restricted in meaning to dealing with academic matters such as registration, choice of curriculum and courses, grades, credits, etc.; and to referring students to appropriate counselors for help with other types of problems.

Guidance is broader than advising. It includes, at a comparatively superficial and non-clinical level, dealing with immediate personal problems and with such broad problems as occupational choice, long-time structuring of educational training for vocations and professions, as well as the analysis of abilities, interests, and attitudes required for various vocational fields and jobs.

Counseling is limited to personnel services by highly skilled workers who work primarily in the one to one situation, develop individual case histories, apply the many tools and techniques of personnel work, and make short and long range predictive diagnosis. Counselors also deal with personality problems at a level just below that of the psychiatrist.

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Through the guidance program, the faculty can become acquainted with the characteristics, needs, backgrounds, problems, and aspirations of students. Knowledge, understandings, and insights thus gained become useful, not only in counseling with individual students, but also in planning, developing, and operating all parts of the curriculum. The guidance program also gives the administrators of the college strength, confidence, and security that they could not gain without the accumulation of information and data provided by sound student personnel services.

Conceived thus, the guidance program becomes of central importance to the junior college, to its administration and faculty, to its program of general education, and to its students. The guidance program is, indeed, an avenue to and a foundation for general education.

In the Foreword to a recently published bulletin on guidance in secondary schools, which in California include the junior colleges, Roy E. Simpson, California Superintendent of Public Instruction, fully supports this view.

Modern secondary schools recognize that an essential part of the service they render to youth consists of an organized plan whereby every possible assistance is given to young people in understanding their own assets and liabilities and their opportunities for serving society and finding happiness for themselves, and in making plans and decisions that will enable them to make the most of their assets and their opportunities. A school's guidance program represents the plan which it has developed for using all of its resources in rendering such services to its students.³

The bulletin itself suggests the broad functions of the guidance program:

I. To assist the individual student to achieve an increasing degree of maturity in working toward the solution of his varied personal adjustment problems.

1. Helping the individual to develop a better understanding of himself.
2. Helping the individual to develop a better understanding of his opportunities.
3. Helping the individual to set up realistic and worthy goals and to develop sound plans for working toward these goals.
4. Helping the individual to acquire the ability to handle problems of human relationships.
5. Helping the individual to bridge the gaps between different schools and between the school and his post-school life.

II. To assist the school staff in securing, interpreting, and using information concerning the characteristics, needs, and opportunities of students.

III. To assist the school and its staff in understanding and working closely with the community they serve.⁴

In further describing the guidance program, Kitch and McCreary stress not only the contributions of the guidance program to individual students but also its contributions to the staff, both teaching and administrative, as they build a program based upon the characteristics of students and of the community in which they live.

³ Donald E. Kitch and William H. McCreary, *Improving Guidance Programs in Secondary Schools*. Sacramento: California State Department of Education, 1931. P. ii.

⁴ *Ibid.*, pp. 1-4.

These descriptions are given a new direction and amplification in a memorandum to the faculty of John Muir College which emphasizes the guidance program as an integral part of the curriculum:

Education and guidance are not viewed as separate entities. While guidance is at times more readily discernible as specialized individualized service, it is basically the end point of the whole educational effort. The following definitions may serve as the take-off points. . . .

(1) guidance is that systematic, organized phase of the educational process which helps youth grow in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society. (2) The curriculum, insofar as the school is concerned, is the sum total of all those experiences shared by youth resulting from his membership in the school.

The California Framework Committee raises questions which reinforces and extends this concept of the unity of the guidance program and the curriculum:

What kinds of information do schools need about their students and how can this information be secured and used effectively? How can teachers be given the help which they need in order to be effective guidance workers? What specialized services should be available to all students and how can they be provided in all sections of the state? How can the school, the home, and the community work together most effectively in providing effective guidance for young people and adults?²⁵

Extending this list of questions further, it might be asked: What significance is there in the finding of one junior college that one fourth of its students—one out of every four students in an instructor's classes—comes from homes broken by death, divorce, or separation, in view of the accumulated evidence from psychotherapy of the effect on personality, study habits, and academic and social performance of children subjected to the stresses and pain of broken home experience? What college problems are involved when eighty per cent of the students in another institution indicate that they hope to continue their education in a senior college—when at most no more than twenty per cent can look forward to such continued study? What does it mean when graduates of a third junior college, an institution with an elaborate counseling program, declared overwhelmingly when queried, "We wanted more counseling and guidance"? What does it mean when students who have dropped out of junior college report, "I didn't get what I wanted, expected, or needed"? What does it mean when junior colleges enroll twice as many men as women? What does it mean when the dropout rate of women significantly exceeds that of men?

These questions are basic. They must be answered if a junior college is to develop an effective program of general education. The answers to these and related questions highlight the functions and importance of guidance to the college, to the program of general education, and to the students.

TYPES OF PROGRAM EMPHASES

Before reporting specific guidance programs, it seems essential to point out certain difficulties and pitfalls inherent in any type of plan. Most basic of these

²⁵ California Framework Committee. *A Framework for Public Education in California*. Sacramento: California State Department of Education, 1950. P. 38.

are the attitudes of students, faculty members, and specialized counselors. The blueprint of an ideal counseling and guidance program assumes (1) that all students have problems, (2) that they want help in the solution of these problems, (3) that students will wish to make final decisions and choices themselves, and (4) that counselors and other faculty members alike are able and willing to help and are thoroughly committed to the policy of permitting and encouraging students to make choices and decisions. In many situations, however, some one or more of these conditions are absent. Some students apparently have few if any problems. Many students, because of past unfortunate or unhappy experiences in their schooling, will go to almost anyone rather than a teacher or counselor for help. Further, all too many students brought up in immature dependence want issues decided for them; they want to be told both what to do and how to do it. In addition some faculty take a persistent attitude that students' problems are literally none of the faculty's business, that even to consider students' troubles is "unwarranted interference" in their private affairs, and that the whole business of guidance and counseling is a "mollycoddling" process which interferes with youth's learning to stand on their own feet. In contrast to this, some faculty have a tendency to meddle and in their consideration of student problems to be highly directive, authoritarian, and paternalistic.

Despite these situations, which to a greater or lesser extent are found in any college, the guidance programs in a considerable number of California junior colleges are developing with increasing effectiveness. Guidance and counseling practices in California junior colleges are as varied as the characteristics and problems of each college are different from those of any other college. Small institutions have problems which are not shared by large ones. Large junior colleges develop areas of program not included in small ones. Urban institutions have different problems and opportunities from those of rural junior colleges. Some have comparatively homogeneous student bodies; others, extreme heterogeneity. Some have ample, almost luxurious plants and facilities; others have overcrowded, obsolete, and completely inadequate housing and equipment.

Just as junior colleges are unique and differ one from the other with respect to student bodies, faculties, environments, plant and equipment, so also do guidance and counseling programs differ throughout the state. Some junior colleges have developed their personnel services around certain specific courses (in psychology or humanities, for example) where both group and individual guidance may take place. Others structure theirs on a basic group of professional counselors chosen for their advanced training in the use of psychological tools and techniques and for their ability to deal with student problems. A number rely almost wholly on classroom teachers to perform such services. A few use a combination of key courses, trained counseling staffs, and teacher-advisers.

No attempt will here be made to classify California junior college guidance programs according to any rigid pattern. Such classifications would, at best, be artificial. In the following pages, however, as an aid to identifying emphases,

reference will be made to three general categories: (1) Instructor-adviser programs; (2) Counselor and administrator-counselor programs; and (3) Basic courses as a vehicle of guidance. While each program described is probably a composite one, including several different approaches, each appears to have a particular emphasis by which it is characterized.

1. *Instructor-adviser Programs*

In several California junior colleges, particularly in some of the smaller ones, responsibility for the guidance program is largely in the hands of classroom instructors. Instructors can and should have responsibilities in any well-conceived guidance program. Upon occasion they become most successful amateur counselors because of their warm interest in students, their common sense, and their capacity for patient listening.

In colleges with limited enrollments, the instructor-adviser plan may well form almost the total guidance program, not only because trained counselors are not available but also because of the probability of closer personal relationships among administration, faculty, and students where numbers are small.

In every college the student must select his courses and arrange his program. Here, of course, provision must be made for academic advising. At Grant Technical College faculty advisers are assigned to assist in planning programs. At Coalinga the faculty "assist the administration in the advising and counseling of students." Palomar College, where the dean of students acts as head of the guidance program, reports, "The intimate relationship which exists between the students, the faculty, the dean of students, and the college president makes it possible for any student to talk over plans with one or many faculty members." In the smaller junior colleges such counseling as is done on difficult personal problems is ordinarily done by the administrative head of the college—or upon occasion by a competent counselor, psychologist, or psychiatrist, not on the college staff but to whom the student is referred.

Instructor-advisers are not, however, used only in small junior colleges. In a number of larger ones, every faculty member, by specific assignment, has guidance responsibilities. Under this plan faculty members frequently participate in program planning, changes in schedule, working out transfers to senior colleges, and the identification of problems for which students must be referred to a trained counselor.

At Valley Junior College, Los Angeles, for example, every faculty member, in addition to academic advising, blocks out in his weekly schedule a minimum period of five hours for counseling. Although the major part of this time is usually spent with students taking the instructor's own courses, there is some evidence that this process both affects counseling and improves teaching.

At San Mateo Junior College, approximately two thirds of the faculty, by specific assignment, participate in the guidance program. Here the instructor-advisers work in close co-operation with the dean of men and the dean of

women, both of whom have had training in student personnel work. Since advisers are responsible for only from five to twenty-five students, instructors find it possible to know their students more intimately than is possible in many situations. Serious problems or problems requiring trained counselors are referred to the appropriate dean. Aptitude, interest, and English placement tests supplement this personal counseling. On the basis of the test results plus the high school record, the student, with the help of the faculty adviser, identifies his goals and plans a satisfactory program. Counseling records on each student are centralized in a folder kept in the adviser's possession. Moreover, the adviser uses the accumulated records to make recommendations for either transfer to a higher institution or for a job.

It is clear that such processes as are reported above cultivate student-faculty relationships far beyond the single common practice of having teachers serve as mere academic advisers. Advising students regarding their choice of courses and the relationship of this choice to their goals, abilities, and interests is a complex operation. At its best, it provides an instructor with insights and understandings which broaden his outlook, increase his understanding of students, and improve his teaching. Academic advising by instructors does not of itself automatically bring about these changes and improvements. This implies that in-service training in student personnel work should be made continually available to all staff at all levels of the service. A program of in-service training may include, for example, a faculty library on guidance and counseling, case conferences regarding individual students, faculty study of the characteristics of students, faculty meetings on and group discussions of counseling and guidance problems. The details of such a program will not be discussed here. Frequently, however, the services of a qualified consultant will be needed to plan and carry out such a program of in-service training.

In California junior colleges, as well as in other sections of the country, the in-service training of faculty advisers is typically neglected. Such neglect retards the success of the program.

Even in those institutions in which instructors are not assigned formal responsibilities in guidance, they have important functions to serve. Individual teachers are usually the persons with the closest relationship to each student; they know individual students and their problems. Instructors may assist students in selecting worthwhile extraclass activities, in resolving difficulties with other teachers, and in identifying sources of aid for meeting varying types of educational and personal problems.

2. Counselor and Administrator-Counselor Programs

California junior colleges typically have one or more faculty members whose major responsibility is in the field of guidance and counseling; such as, deans of students, deans of men, deans of women, counselors, and teacher-counselors.

At Monterey Peninsula College, responsibility for counseling falls principally to three persons, the dean of men, the dean of women, and the dean of student personnel. This group handles (1) the pre-testing of students, a testing and counseling program which is carried on in high schools in the area, (2) the pre-registration advising of continuing and new students, and (3) the major part of the advising services of the college throughout the college year. In addition to their counseling duties, the deans also have responsibility for teaching a general orientation course in which special emphasis is given to a study of the college and its program, an understanding of the functioning of the library, study and examination techniques, the student body organization, parliamentary procedure, and personal, educational, and vocational objectives.

At Compton College, primary responsibility for the guidance program rests with the staff of the student personnel office which is centrally located and accessible to all students. Vocational counselors and a marriage and family life instructor-counselor supplement the work of the guidance division at Compton College. The duties of the dean of guidance and of teacher-counselors at Compton are listed below:

Dean of Guidance

1. Co-ordinate the philosophy of the counseling program with the basic philosophy of the college
2. Plan in-service training for the counselors (study interview techniques, keep up with new guidance literature, make case studies, secure consultants, *etc.*)
3. Interview new students
4. Interview parents. Arrange meetings of parents, counselors, and instructors
5. Talk to seniors in high schools of surrounding area regarding transfer to college, vocational trends, *etc.*
6. Check on January and June graduates; make up tentative and final list of graduates, check records
7. Plan and administer orientation program for new students
8. Plan and administer testing program
9. Serve as chairman of catalog committee
10. Be responsible for correspondence with students regarding entrance, curricular offerings, credits, *etc.*
11. Be responsible for educational and job follow-up
12. Be responsible for the vocational library in student personnel office
13. Be responsible for placing students on scholastic probation
14. Work on curriculum committee

Teacher-Counselor (on duty two and one-half to three and one-half hours daily)

1. Interview every counselee at least three times each semester
2. Be responsible for registration of counselees
3. Change programs for students who have changed their vocational plans
4. Assist students with study difficulties
5. Hold conferences with students who are having personal, home, financial, or other problems
6. Assist in checking students for college graduation

An important element in the Compton program is the in-service training of counselors. Regular meetings of the staff are held for the purpose of studying problems, making case studies of individual students, keeping abreast with current literature in the field, and planning developments and improvements. It is the practice to employ consultants to the guidance staff. On his visits to the college, a consultant meets with the counseling staff for discussions of problems, plans, new tools, and techniques. Particularly, does he participate in a series of case conferences, all supported and illustrated by current histories. This college demonstrates that the use of competent consultants can be most valuable in planning and developing a guidance program.

Earlier in this article reference was made to the values that can come to instructors from participating in the counseling program. These values are being recognized at Compton through having teacher-counselors from different departments participate in the student personnel program. Here, too, the in-service training program is important—not only in improving the counseling but also in increasing the values which teacher-counselors achieve from participating. There is evidence here that participation by instructors in the counseling program and in-service training frequently results in the improvement of classroom instruction.

Another technique used to bind instruction and guidance is that of having the dean of guidance as an active member of the curriculum committee of the college. This provides an avenue of relationship which makes it possible for the findings and observations of the guidance staff regarding student problems and needs, interests and goals to be available at the time changes in the curriculum are being studied and considered. In this aspect of the program at Compton is illustrated the significant relationship which the guidance and counseling staff can have to curriculum planning and to the improvement of instruction. Certainly from the viewpoint of building a general education program based on the characteristics of students, participation of the guidance staff is of central importance.

3. *Basic Courses as a Vehicle of Guidance*

Though guidance must be based upon the characteristics and needs of individual students and though important parts of the guidance program will be carried on in counseling interviews, California junior colleges also recognize the fact that guidance can be a group process, to the extent that members of the group have common needs. As a matter of fact, particular courses comprise a basic element in the guidance program of a considerable number of California junior colleges. This form of group guidance is developed on the now well-established hypothesis that much time and energy of trained counselors and guidance workers can be saved by class and group work. Such courses, when well done, present concepts of matching skills and abilities with jobs, deal with the theory of personality structure and conflicts, and provide also for group testing.

Important in the guidance program at Harbor Junior College is the psychology course which is recommended to all students. Five instructors teach the course and give the remainder of their time to counseling. The course aims to aid each student to achieve a background in the scientific study of human behavior, an understanding of the interpretation of the standard psychological, achievement, and diagnostic tests which he takes, and through these a better understanding of himself. Typically, each instructor serves as a counselor to students enrolled in his sections.

At Harbor Junior College, the guidance staff has developed a "curriculum-goal-adjustment" record form as one aid to instrumenting the philosophy of the college. This form, filled out for each student at the opening of his junior college course, includes data regarding his interests, abilities, problems, economic and educational background, health, personal adjustment as well as his vocational choice, if he has one, and factors of supply and demand in his chosen occupational field. Recorded on the form are scaled ratings indicating, for example, the extent to which a student's health, interests, range and types of abilities, personality and emotional characteristics, and educational adjustment conform to his vocational choice and plans. Counselors use the "goal adjustment form" as one basis for the conferences which are scheduled with students each semester. Counselors at Harbor Junior College stress the fact that the adjustment form is not an end in itself. "We are not slaves to this adjustment record form. We simply use it as an aid to inventory various aspects of a student's background and development—and to check this inventory against his present program, his progress, and his plans."

At San Diego Junior College, a psychology course is required of all students during their first semester at the college. This course includes these major units: introduction to the field of psychology; orientation to the junior college; vocational guidance based upon an analysis of each student's interest and abilities in relation to possible occupational fields; and personal and social adjustment. Various sections of the course are taught with particular reference to the tentative vocational plans of students. If, for example, a student plans to enter business, he may enroll in a section of psychology which will draw illustrative materials and applications particularly from the field of business.

Although this course is an important element in the guidance program at San Diego, it represents only one part of a total process which includes such other factors as:

1. Testing, the results of which are used in admitting students to training for vocational fields of their choice.
2. Advising by instructor-advisers who assist a student to plan his program of studies in terms of his objectives. Advisers are ordinarily instructors in the field of study or in the vocational area in which the student is most interested.
3. Counseling by trained counselors available to all students.
4. Remedial instruction for students who have handicaps in such skills as reading and in habits of study.

5. A guidance profile or psychograph which includes percentile ratings on such items as aptitudes, achievements, and interests.

San Diego Junior College stresses the importance (1) of having every instructor serve as an adviser, (2) of providing a group guidance experience through the psychology course, (3) of relating each student's guidance to his interests and goals, and (4) of providing counseling ranging from remedial instruction to therapy by trained counselors.

At Stockton College, a four-year junior college, the guidance program begins in grade eleven and continues through grade fourteen. It is launched in basic courses in English and history, taught by teacher-counselors in grades eleven and twelve. Instructors for these are selected both on the basis of competence in subject fields and in guidance. Fifty-five teacher-counselors participate in this phase of group guidance, supplemented by some individual work. For students who enter Stockton College in grade thirteen, and thus miss the group guidance of earlier years, a course, *College and Life*, is provided. This is a one-semester attempt to include the most important materials and concepts taught in the basic courses offered in grades eleven and twelve. For all students, cumulative folders, which include data from achievement, aptitude, and interest tests, school grades, and anecdotal records, are maintained and used in counseling throughout their college work.

Stockton College employs a number of effective techniques. It requires for graduation an extensive range of general education or "common learnings" courses. These requirements may be met by different patterns and groups of courses, selected on the basis of the individual student's particular aptitudes and goals. To determine desirable programs for students, the counselors use a "Basic Pattern Check List" on which are recorded (1) basic courses designed to meet the needs of most students and (2) alternate courses which also meet graduation requirements and which may be selected by students with counselor approval.

Another guidance tool at Stockton is designated as the "Curriculum Outline." These mimeographed outlines list suggested courses, with liberal choice of electives, for students with particular educational and vocational goals. Through the use of these tools, students and counselors have up-to-date, accurate information on the basis of which programs of study can be planned. If, for example, a student plans to become a journalist and go to the University of California for his upper division work, his adviser can find on file a curriculum outline, "Major Journalism, Transfer to the University of California—Occupation: Reporter, Editor, Writer, Teacher of Journalism." On this sheet are listed courses which will be required by the University and the courses recommended for each of his years at Stockton. Thus, also, prospective students of vocational agriculture, transfer or terminal; of architecture; of forestry; of elementary-school teaching—all will find, in these forms, information and recommendations pertinent to their goals.

At the City College of San Francisco, the guidance staff conceives its functions thus: "We aim to assist students in the selection of courses, to help them make adjustments to college life and work, and beyond that, to help them by counseling to face personal, social, and vocational problems." The service of the staff begins when the students take the pre-enrollment examinations, which provide vital information on interests, abilities, adjustments, and achievement. Test results also give a basis for assignment to particular courses in communications and psychology. After testing, each student is assigned to a counselor with whom, prior to registration, he has an interview. The counselor and student examine and interpret these test results, background, interests, and goals. Data thus gathered are employed to expedite registration. If the information warrants, entering students may be required to enroll in Psychology of Study and Group Guidance. Here the student can get better acquainted with himself, his interests, and his abilities. He can develop study skills and explore his interests and abilities. These courses are taught by teacher-counselors and provide opportunity for individual as well as group guidance. Other students may be required to enroll in another psychology course, Problems of Vocational Adjustment, if a need is indicated. Approximately forty per cent of the entering students take one of these two. Among the test results with which the student gets acquainted are the *Kuder Preference Record*, the *American Council on Education Psychological Examination*, the *Co-operative English Test*, and a locally designed Arithmetic Fundamentals test.

Contra Costa Junior College reports, "Student personnel is the central core of our program here. We are a new college, and we have selected our faculty strictly on the basis of the orientation each has made to the needs of the individual students." At West Contra Costa, the dean of student personnel acts in a joint capacity with responsibility for both guidance and curriculum. This plan is another example of the recognition California junior colleges are giving to the contributions which the guidance and counseling staff are uniquely qualified to make to curriculum building and program planning.

Along with the belief that the faculty must know and be concerned with student needs is an equally strong belief at Contra Costa College that "students should be taught to help themselves rather than be told what to do." Initially the process involves a required course, Psychology for Effective Living, taught by counselors. In addition to teaching this course, the instructor-counselor ordinarily serves as a student's adviser throughout his stay at the college. A student may, however, change his counselor if he wishes.

Entering students are given a series of tests prior to entry. Before registration, a confidential appraisal is also made of the socio-economic backgrounds and of the health histories. Test results, anecdotal records, case conferences, advice of the school physician, and other services are available to the teacher-counselor. Although all faculty members participate in the guidance program, instructors who are designated as counselors are qualified by training to give specialized

counseling in the formation of educational and vocational plans, in the solution of financial difficulties, in meeting social and personal problems, and in settling academic difficulties.

In the guidance programs of the junior colleges described, individual and group guidance have been developed. For the most part, group work has centered in psychology courses. At John Muir, a four-year junior college, the course employed for group guidance is the required freshman (grade eleven) core course in English-United States history-guidance. This course provides the base for the total upper division program. An instructor-counselor in this course describes it as follows:

As the basic or introductory course in the Division of Humanities, English-United States history develops three main strands of experience: the two subject matter fields, and guidance that is personal-social, scholastic, and vocational. The guidance emphasis in the course involves much more than testing. It includes:

1. Getting acquainted with the school
2. Learning to know one's self
3. Learning more about the world of work
4. Learning to plan one's future education in the light of present needs, interests, ambitions—and capacities and limitations
5. Learning to study and work better with small and larger groups, and alone, in class and out

The subject matter covered is intended to be a functional approach to communications and social studies. The guidance value of this core course is evidenced by reports of the "special fields" counselors, to whom the twelfth-grade students are assigned according to their particular fields of interest. These counselors report that students who have taken the core course seem more sure of themselves, better informed as to what they want and need in the way of further school experience than are transfer students.

From instructors come reports that greater maturity, more self-reliance, and generally better behavior seem to come about at least in part from having taken the core work. Meetings of the staff teaching the core course reveal concern for students with acute problems. Case histories are discussed against a background of communications and social studies. For example, one discerning teacher reported that she had noticed a boy in class—silent, withdrawing, thin-faced, tense, and worried. Alerted by this observation to his being a youngster with apparently acute problems, she watched him in the halls and on the campus. She found he wandered always alone and aimlessly. On one occasion when he approached a small group, their action was immediate and hostile, one of them saying, "Scram, don't you know when you aren't wanted?" Her interest led to a series of guidance interviews with the youth and to conferences with his parents. These revealed that he was an adopted son, often rejected, sometimes left alone at home for weeks at a time while the parents were on trips. The parents declared that they felt they had "drawn a bad egg" and that nothing could be done about him. They said he both lied and stole. He had in fact been in trouble

with the police over breaking into some homes but had only been reprimanded. As a result of counseling, a marked change for the better took place between the parents and the youngster, and between the youngster and his classmates. He was elected chairman of a student committee, participated more and more in class activities and discussion, and rapidly lost many of his tensions. The teacher's prognosis was for further steady improvement both at home and in school.

RESPONSIBILITIES OF THE GUIDANCE PROGRAM

In the preceding pages, the varying organization of selected guidance programs in California junior colleges has been described. Emphasis has been placed upon organization and process. Recognition has been given to the fact that one type of organization and program is found workable in one junior college—and an entirely different type in another. Obviously the guidance program of a college must be based upon its particular objectives, philosophy, and resources. Varying types of programs inevitably result. Regardless of organization or particular features, there are, however, six functions which must be served if student personnel services are to make their optimum contribution to the general education of students:

1. Assemble information regarding students—their background, interests, abilities, needs, problems, and goals.
2. Make information regarding students available for use by staff members and by students themselves
 - a. In counseling and guidance
 - b. In teaching
 - c. In curriculum building
3. Aid the individual student to understand himself—his strengths, weaknesses, problems, and interests.
4. Aid him to establish valid goals and to develop realistic plans to achieve these goals.
5. Aid him to evaluate his progress toward his goals and adjust them and his plans to new conditions and situations.
6. Aid him to bridge the gap between the high school and junior college, and between the junior college and post-junior college life, whether that consist of employment and/or further schooling.

1. *Assemble information regarding students*

Information regarding students, individually and collectively, is essential in planning and building a program of general education. If a curriculum, including courses, extraclass activities, guidance, is to be built on the basis of student characteristics and needs, it is obviously essential to assemble appropriate information on their background, experiences, abilities, interests, needs, and goals. Such information is also, of course, essential in counseling individual students. Among methods which California junior colleges use in gathering information regarding students are the following: cumulative records, interviews with new or prospective students, autobiographies, questionnaires, tests and inventories, and case studies. It must, of course, be recognized that not all of these sources

of information can be adapted to all junior college situations. The list may, however, be suggestive to college guidance staffs which are concerned with developing an adequate basis not only for their particular programs, but also for the total curriculum of the college.

2. *Make information regarding students available for use by staff members and by students themselves*

If information regarding students is permitted to collect dust in files, the work of collection and filing represents wasted time. In this connection the observation has been made: "Perhaps one of the greatest difficulties with records in the counseling program has been a sort of pack-rat habit of keeping them for the sake of keeping them. . . . The real test of record usefulness is the dinginess of the folder corner used to take it from the files. Clean records are unused records."⁶

Making other than confidential information regarding students available for use involves at least three steps. *First*, keep records and information about individual students in a central location which is readily available to faculty members and, when appropriate, to the students themselves. *Second*, distribute to the entire faculty summary data regarding all students at the college, including such items as age, sex, and results of aptitude, achievement, and interest tests, educational and vocational plans. *Third*, provide, to the greatest extent possible, teachers with information regarding their individual students. At times this is done by individual notes, through individual conferences, through encouraging teachers to use mutual files, or through sending instructors selected and carefully interpreted data (such as reading test scores and scores on tests of academic intelligence) regarding all of their students. Information regarding students can and must be used not only as a basis for counseling and individualizing instruction, but also as a basis for college-wide program building, the formulation of administrative policies and practices, and the public relations activities.

3. *Aid the individual student to understand himself*

Aiding each student to come to an understanding of himself is one of the most important functions the junior college can perform in its general education program. Unless the student knows and recognizes his particular abilities in a framework of society's needs and requirements, he may become frustrated by following avenues of work and study for which he is not adapted and neglect areas in which he is particularly well qualified. Reference has already been made to a variety of methods used in aiding students come to such a self-understanding: counseling interviews, profiles or rating forms, orientation courses or courses in psychology. Aiding the student to know himself cannot, of course, be finally accomplished by any single activity or process. Self-discovery is a long-term continuing process of many facets in which classroom instructors,

⁶ Milton E. Hahn and Malcolm S. MacLean, *General Clinical Counseling*. New York: McGraw-Hill, 1950, PP. 92, 101-102.

fellow students, and parents participate. The guidance program does, however, have primary responsibility for seeing that this function is served.

4. *Aid the student to establish valid goals and to develop realistic plans to achieve these goals*

Unless young people reach a satisfying choice of a vocation and plans for training, the fears and doubts of a war-threatened world may well shake their confidence and their belief, both in themselves and in our society. The choice of an occupation, whether it be law, merchandising, stenography, auto mechanics, homemaking, or any of the other more than 42,000 different occupations in our nation, becomes a factor of basic importance to the life and, therefore, to the general education of each student. An occupation is not simply a matter of earning a living. One's occupation conditions to a considerable degree his family life, friends, environment, off-the-job activities, and outlook. Choosing a vocation which is not adapted to one's interests and abilities dooms one to frustration and insecurity and to failure to reach such basic goals of general education and of life as family happiness, personal adjustment, effective human relations, and sound and active citizenship.

In a statement addressed to junior college students, Bedford of Glendale College stresses the importance of choosing a vocation.

The most important decision you will be called upon to make during your lifetime will be your choice of an occupation. It will determine largely what happiness and success you will achieve in life. It will decide how you spend most of your waking hours during your lifetime. It will influence your whole outlook upon life. In choosing an occupation, you determine many things that involve your happiness and satisfaction in life. Your friends will probably come from among your business associates. The home you make, the community in which you live, the standard of living that you will maintain, the recreation you pursue, and the environment in which your children will grow up, will depend largely upon your choice of a vocation. . . . your outlook on life, your mental and emotional attitudes, your sympathies and prejudices, even your political opinions, are determined to a large degree by your occupation. . . . Although problems of the working world may have occupied only a small place in your school life, you will find that they take the center of the stage immediately upon graduation.⁷

There is much evidence of need to aid students in establishing valid goals and plans for achieving them, based upon their abilities and interests matched with jobs by occupational family, field, and level. Part of the evidence lies in the not unusual situation in one California junior college, in which seventy-five per cent of the entering students indicated their intention of continuing their education beyond junior college graduation and have planned their program of studies in conformity with these intentions. As a matter of fact, however, only thirty-two per cent of the students actually did continue their formal schooling beyond junior college. Here is typified a situation in which either the goals of students or plans for achieving them were not devised realistically. Here is a situation in which students are spending the major part of their time

⁷ James H. Bedford, *Your Future Job*. Glendale, California: Society for Occupational Research, 1950. P. 1.

pursuing a program not patterned to their needs and, hence, wasteful of time, money, and effort. Here is a situation in which is epitomized, for many students, the frustrations inherent in striving for goals in false directions or far beyond their particular capacity.

Moreover, in addition to the obvious bad effects, this process makes for bad public relations which can, for instance, put a junior college in jeopardy of losing public confidence and support for needed developments. A prominent layman expressed one of several possible points of view when he said, "If your college doesn't get the students into a proper slot, you're wasting your time, their time, and a lot of the taxpayers' money." A biased and naive view, perhaps, but significant nonetheless.

California junior colleges use a variety of approaches to aiding students establish goals and develop realistic plans for achieving them. Both a group-guidance method, as in the psychology and core courses referred to above, and an individual counseling approach are used. An increasing number of colleges are singling out vocational goals and planning for particular attention. At Glendale College, for example, the course in Occupational Planning is planned to achieve the following objectives: (1) An understanding of one's aptitudes and abilities; (2) A broad survey of vocational opportunities; (3) An intensive study of some occupational field in which the student has discovered his interest and ability; (4) Exploratory experiences . . . ; (5) Individual counseling when needed; and (6) A vocational plan covering at least the next five years. In order to achieve these goals the course is organized under four main headings: (1) testing, (2) self-analysis, (3) occupational exploration, and (4) occupational planning.

Included in the testing program are such instruments as *Kuder Vocational Interest Test*, *Otis Quick Scoring Intelligence Test*, *Minnesota Paper Form Board*, *Survey of Working Speed and Accuracy*, *Study Habits Inventory*, and *Bell Personality Inventory*. Additional or different tests or inventories are used as indicated by particular interests, concerns, problems, or plans, either of a group or of individual students.

Group vocational planning is typically supplemented by individual counseling. When information regarding specific vocations is needed, students are not merely referred to books, which quickly become out-of-date, but to up-to-date magazine articles, government brochures, and pamphlets. Pasadena City College has a notably extensive and continually refreshed collection of such materials in the college library. Santa Maria and Compton are among the colleges which have occupational libraries located in the counseling suites of the colleges. These collections, which supplement those in the central libraries, have the advantage of availability and convenience for counselors and students. This factor alone frequently stimulates the interests of students in areas of which they may previously have been only vaguely aware.

Printed materials regarding vocations are typically supplemented by motion pictures, interviews, visits to various industries and, in many California junior colleges, by actual work experience. Stockton College requires work experience for graduation. The catalog reads: "Work experience is considered to be a vital element of education of all youth because of its value in helping to decide what occupation to pursue, as well as for its specific training in the occupation, and for the opportunity to understand how adult affairs are managed."

At San Mateo Junior College, work experience is not required but is made available "in conjunction with all departments of the college." Students desiring related employment enroll in a course in which they may earn from one to seven and one-half units of credit. Particular emphasis is given to the correlation of employment experience and classroom study for most effective vocational training and guidance.

Several colleges report full-fledged apprentice or co-operative education plans. Representative of such plans is that at Long Beach City College. Here the student is employed full time in business, industry, or service jobs, and enrolls, in addition, for not more than eight hours of related instruction per week. Under the co-operative education plan, the student works half time and enrolls in classes for an equal period. These two plans vary chiefly in the amount of time devoted to paid employment. Both provide class instruction related to work experience. Other California junior colleges offer similar combinations of work experience, study, and guidance. The fields most commonly covered are: accounting, advertising, merchandising, real estate, building trades, and electronics. In such programs, it has been found that the guidance value of carefully selected work experience can scarcely be overestimated.

5. *Aid the student to evaluate his progress toward his goals and adjust them and his plans to new conditions and situations*

Evaluation of student progress which relies solely upon a group program of measurement is doomed to failure. Evaluation of progress must be made also on the basis of the specific goals of each individual student and a consideration of the progress he is making toward each aspect of them. Individual counseling conferences are an important factor in assessment. These conferences are based not simply upon grades and the results of tests but also on the student's own repeated appraisal of his progress and development, as well as on the counselor's estimate of a number of factors not as yet readily and accurately measurable, such as value attachments, attitudes, and language behavior observed in a face-to-face situation.

6. *Aid the student to bridge the gap between the high school and junior college, and between the junior college and post-junior college life, whether that consist of employment and/or further schooling*

Since the majority of junior college students do not continue their schooling but enter directly into employment, the junior college has particular responsibili-

ties for aiding the student bridge the gap between formal schooling and employment. Larger California junior colleges, recognizing this responsibility, maintain placement offices which aid students to secure employment both part-time while in attendance and threshold post-college jobs. These offices also serve community employers by helping them to secure qualified personnel. In smaller colleges, which cannot afford a full-time specialist, placement is typically a responsibility of one or more counselors, subject field department heads, and, in the smallest colleges, of the administrative head. Even in the larger institutions, however, the whole task of placement cannot, of course, rest solely on the placement office or staff. Work of advisory boards, contacts made by instructors and students during work experience, contacts during career conferences and field trips, these and all possible appropriate techniques may be and are used by staff members and students.

CONTRIBUTIONS OF GUIDANCE TO GENERAL EDUCATION

In the article, the contributions of guidance to general education have been referred to repeatedly. At times reference has been made to such specific goals as developing a balanced personal and social adjustment; achieving a satisfactory vocational adjustment; maintaining good mental and physical health for himself, his family, and his community; and developing a set of sound moral and spiritual values by which he guides his life.

An effective guidance program, to be sure, does contribute to these and to other goals of general education. Simply on the basis of these contributions guidance merits a position of basic importance in the general education program. The way in which the guidance program undergirds general education rests, however, upon an even more secure foundation than that comprised by its contribution to the achievement of these specific goals. *By assembling and making available information regarding students; by making staff members aware of the problems, abilities, goals, and interests of individual students; by giving the administration data upon which to base sound policy and procedures, the guidance program can provide a motivating force and directional focus for the entire general education program.*

The general education program must be based upon the characteristics of youth and of the society in which they live. If well-wrought and operated, with administrative, faculty, and public attention focused on factual data regarding youth and their community, the guidance-program will give direction, force, and substance to the total work and service of all concerned.

The Principal's Responsibilities for Developing and Maintaining Discipline in the High School

LEROY M. CHRISTOPHE

INTRODUCTION

INVESTIGATIONS show that one of the chief causes contributing to the failure of teachers is the inability to maintain good discipline.¹ Such a point of view regarding the importance of discipline to successful teaching is shared by competent writers in the field of school administration. Many experienced school principals will concur in the opinion that one of the most essential factors in the success of beginning teachers is the ability to direct the energies of pupils into channels of worth-while activities. "The principal is still largely judged by his lay constituents, if not also by the teaching staff, on the basis of his ability to establish morale among the pupils of the school."²

Years of experience as principal of a high school and as supervisor of junior college teacher trainees have convinced the writer that discipline is one of the most important single elements in the administration of a school or classroom. The ability to control pupils and subsequently help them to gain self-control is fundamental in public education.

Materials included in this discussion have been drawn from professional literature in the fields of secondary education, guidance, and mental hygiene. Several quotations are used to illustrate trends or accepted principles. However, the presentation is mostly a synthesis of data drawn from many sources. The principles and conceptions of discipline that prevail among outstanding contributors to educational thought are given with suggestions for implementing those convictions into school programs. Some topics were found discussed completely and concisely in a single reference. In these instances, the writer has only given the reference rather than re-organize the materials.

NATURE, MEANING, AND GOALS OF DISCIPLINE

"Frequent and long, drawn-out disciplinary difficulties and conferences with parents are the earmarks of poor administration; they are the thieves of the time

¹ Risk, Thomas. *Principles and Practices of Teaching in Secondary Schools*. P. 702.

² Douglass, Earl R. *Organization and Administration of Secondary Schools*. P. 265.

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of incompetent principals."³ The administrator of a modern high school should hope to achieve significant results in developing socially acceptable behavior patterns in pupils rather than punish those reporting to him for misconduct. His philosophy should evince an understanding of the present-day concepts of what discipline is and may contribute to the development of youth.

Changing Concepts of Discipline

"The kind of discipline that the present-day schools are developing may be defined as that type of conduct on the part of pupils which makes possible an effective quality of schoolwork and which leads to the forming or the strengthening of habits of obedience, co-operation, courtesy, honesty, fairness, industry, and reverence."⁴

Such a viewpoint is analogous to the passing idea that *quiet, order, and submissiveness* are the qualities of discipline. The present notion of discipline envisions schools in which pupils co-operate with and respect authority rather than abide through fear of punishment. The principal should strive to help improve the actions of pupils according to socially acceptable standards of conduct and not merely prevent acts of disrespect for existing regulations. He should regard anti-social behavior as an opportunity to correct maladjustment, not as a chance to inflict punishment. Douglass⁵ characterizes the developing opinion of discipline as "... looking forward to development by positive rather than negative means, to growth rather than repression, to initiative and freedom governed by acceptable ideals and interests rather than to self-restraint and inhibition actuated by fear and accompanied by resentment"

Nature of Discipline

"Human beings are by nature and necessity intensely social as well as socially dependent individuals."⁶ From this point of view we are provided a basis for the modern concept of discipline. By nature individuals cannot and do not want to be entirely free from outside forces. The goal of discipline is not a "hands off" attitude in the school but a well-planned, wisely guided school program in which the individual has an opportunity to grow toward self-realization, self-determination, and self-care. Youth *do not gain self-control through a control of self* from the beginning but rather by a gradual release from restraint as he grows to successively higher levels of control.

It has been implied that complete freedom cannot exist among human beings and especially in a civilization like ours. Adult influences are necessary to orientation of the individual into our patterns of culture. One who would grow to maturity without having had the gradual contact with and participation in the

³ Cox, Phillip W. L., and Langfitt, Emerson, *High School Administration and Supervision*. New York: American Book Co. 1934. P.175.

⁴ Edmonson, J. B.; Roemer, Joseph; and Bacon, Francis L. *The Administration of the Modern Secondary School*. New York: Macmillan Co. 1948. P. 220.

⁵ Douglass, *Op. Cit.*, P. 268.

⁶ Meyer, Adolph. "Normal and Abnormal Repression." *Progressive Education Bulletin*, 13 (Sept., 1922), P. 207.

social experiences of the race would not be capable of good adjustment to the world about himself. The modern conception of discipline in the classroom is the absence of outside force and interference but with common sense limit. Such an attitude on the part of principals and teachers will develop preparedness to live an efficient, serviceable life in the midst of many problems; develop the principle of self government and participation in responsibility; develop the experience of choosing wisely and of abiding by the effects or consequences of one's choice.

Goals of Discipline

Discipline should aim to establish permanent educational values in the minds of pupils. They should be helped to a desire for engaging in useful activities that are acceptable to society rather than destructive conduct that is frowned upon by the surrounding society. Discipline should help youth to make intelligent unemotional reactions to authority rather than under-cover rebellion. It seeks more than mere conformity to rules and regulations. The real goal is to direct the whole interacting, integrating individual into habits, ideals, and skills that lead to worth-while citizenship. Discipline is not necessarily a quiet, orderly classroom but is a total of all the conditions that are essential to a successful carrying out of the school program.

The goals of discipline just described help us to visualize individuals following patterns of conduct not because they are forced to do so, but because those objectives are appealing as forms of behavior under which living will be pleasant. Youth are taught to take responsibility for their decisions. Obviously, a pupil cannot be held responsible for results of a decision he did not make. If he loses a bit of group approval because of his own decision, there is no one to blame but himself. However, if that approval is lost following the desire of another, a state of antagonism may be created between the pupil and the person in authority. This type of discipline must be undergirded by well-established principles that are faithfully followed over a long period of time.

FUNDAMENTAL PRINCIPLES AND POLICIES OF DISCIPLINE

Areas in Which Agreement on Policies is Needed

"The principal should assume a large measure of responsibility for developing a working philosophy of discipline based on the co-operative thought of the members of the teaching staff."⁷ It is neither possible nor desirable to reach complete agreement of the staff on all points relating to discipline. Much is to be gained, however, from a like mindedness of teachers on major policies and principles to be followed in developing the behavior patterns of pupils. The principal's responsibility is to try and effect partial agreement on many of the following factors:

⁷ Edmonson, *et al.*, *op. cit.*, pp. 202-203.

1. Aims of disciplinary practices in the school
2. Responsibilities of teachers in achieving these goals
3. The pupil's contributions toward successful attainment of the objectives
4. What practices will achieve the goals of discipline that have been decided upon? Prevent their achievement?
5. What regulations are essential to control the actions of pupils in the cafeteria, gymnasium, etc.?
6. What offenses are to be considered as serious behavior cases?

Although universal understanding among staff members will not be reached, partial agreement should result in a more uniform attempt to maintain acceptable standards of behavior throughout the school. Also, pupils will likely develop a better conception of socially approved conduct if they are met with uniform requirements of behavior in all phases of school life. Attempts to promote similarity in disciplinary policies among teachers should be based upon policies that are co-operatively decided by the staff.

Disciplinary Principles

The objectives of social well-being and self-direction should be the basis for selecting principles of discipline. Following are a few guiding factors that may be considered by a staff:

1. Discipline should create a desire to do acceptable things.
2. It should eliminate a desire to do harmful and destructive acts.
3. It should stimulate growth toward self-direction.
4. It should lessen the need for compulsion.
5. It should not seek order for the sake of order alone.
6. It should stress the permanent educational values.
7. It should be impersonal and uninfluenced by emotional feeling.
8. Even poor judgment on the part of teachers should be supported by the principal in the presence of pupils.
9. Principal and teachers must be willing to correct errors.
10. By and large, teachers should handle their own discipline.
11. The principal must be willing and ready to deal effectively with cases of deliberate disrespect for authority.
12. Disciplinary reports should not be made to parents except in extreme cases.
13. Punishment should fit the individual and not the act.
14. Pupils should be kept busy with worth-while, enjoyable activities.
15. Situations that may lead to types of misconduct should be avoided.
16. Firmness does not mean lack of kindness and fairness.
17. Caution should be exercised in moving pupils from one group to another to avoid poor conduct.

Success of the principles just listed depends on how thoroughly they are implemented into the everyday activities of the staff.

IMPLEMENTATION OF DISCIPLINARY POLICIES AND PRACTICES

Thus far, this discussion has dealt with a philosophy that should underlie efforts to establish the modern concept of discipline in public education. This section will present methods by which those ideals may be made operative in an institution.

In-service Training

The use of faculty meetings, discussions, individual conferences with teachers, lectures by specialists, *etc.* afford one of the most fruitful avenues through which in-service teachers may be helped to understand modern programs of disciplinary control. Since high schools are concerned mostly with adolescents, various media should be used to have the faculty re-study factors of adolescent psychology and the application of those factors to pupils.

Subsequent to a better understanding of the adolescent mind, teachers will be able to understand that stormy scenes with high-school pupils, abuse before classmates, sarcastic remarks, reference to parents, *etc.* will be bitterly opposed by most adolescents. Furthermore, it will be understood that consistent, impartial, and judicial decisions are generally accepted without reluctance by the adolescent.

The library is a valuable medium for in-service aid to teachers with problems of discipline. A large number of professional books on psychology, mental hygiene, secondary-school teaching and administration, student participation in school management, and extracurricular activities ought to be an indispensable part of every high-school library. Wide reading of educational literature will promote knowledge of many methods of guiding youth.

Positive Control

Methods designed to prevent undesirable behavior are more effective than those that correct mistakes. Positive forces are generated when class activities are organized to keep pupils constantly busy with purposeful, enjoyable work during the entire class period. Teachers who use positive methods of control will show interest in the individual and group activities of pupils. They handle class routine quickly. Mass punishment is seldom, if ever, used even to correct group failures. Drastic action is taken when necessary but care should be exercised to avoid temper and antagonism. Other positive forces are:

1. Careful planning to keep from creating situations which might provoke disorder.
2. Avoid threats, especially those that cannot be carried out.
3. Insist always upon enforcement of school policy.
4. Check attendance in class, study halls, *etc.* accurately to prevent needless situations for poor behavior habits.
5. Give ample reward for good citizenship but avoid favoritism.
6. Cultivate the individual's acceptance of his responsibility.
7. Provide for minor successes of individuals and use those successes to engender the spirit of success.

It is reasonable to believe that a much higher level of conduct will result in a school if positive agencies of guidance are caused to impinge upon its pupils. However, it should be expected that repeated mild cases and even some serious cases of poor conduct will result. In these instances it becomes necessary to resort to negative methods of control.

Negative Control

The experiences of successful school principals have yielded reliable findings regarding desirable and undesirable ways of correcting misbehavior and other types of deviation from socially acceptable conduct. Douglass⁸ and Cox⁹ have summarized these media very ably under several headings:

Dismissal from class affords immediate relief from an annoying situation. It should not be used repeatedly with the same individual. Care should be exercised to prevent the dismissed pupil from annoying pupils elsewhere in the school. He should return for a conference as soon as possible after the class ends.

Personal and group conferences provide a multiple advantage of taking the offender out of the natural setting of his offense; allowing a cooling-off period; providing an opportunity for appeal to the individual's personal values; and giving the offender an opportunity to reflect upon the seriousness of his deed. The scene of a disorderly act is usually not the place or time for logical reasoning. The real motive behind the act of aggression or theft or falsehood will more readily be discovered by an individual conference than in the presence of a group. Group conferences require patience and tact. Scolding, berating, threats, etc. are absent from successful group guidance. An equitable decision is important. It is better that one or two members of a gang go unpunished or receive a mild penalty than create ill feeling by unreasonable indictment of innocent members of the group.

Loss of privilege places the group benefit above the individual's right. Pupils who fail to conform with desirable behavior patterns should be denied opportunity to enjoy the general social intercourse of the student body or the specific activity that has been affected by an improper act. Restriction from participation in the school social will prove very effective in correcting some types of misconduct. It is better to lose a football game than win with an incorrigible pupil or one who abuses privileges of the squad.

Detention after school, except for individual conferences, has usually not been severe enough to be effective as a corrective measure. The "detention room" may become an avenue of teacher escape from disciplinary responsibilities.

An apology which is suggested by a pupil may be very effective but a *forced apology* often further aggravates the situation. "Being forced to make an apology is more than likely to lead to hypocrisy, to the feeding of fires of resentment, antagonisms, and vengeance, also to further complications growing out of the manner of the apology."¹⁰

Suspension and expulsion should be used with great caution. Expulsion may be justified to remove a source of extreme harm to pupils other than the offender. Suspension may be used to warn a chronic offender what may happen if such

⁸ Douglass, *op. cit.*, p. 273.

⁹ Cox, Langhitt, *op. cit.*, pp. 181-185.

¹⁰ Douglass, *op. cit.*, p. 273.

action continues. Use of either, however, is an indication that the pupil cannot be controlled by any other method. Parents should be notified far in advance and given opportunity to aid in correcting the deficiency that may lead to suspension or expulsion. Only in extreme cases of injury or harm to other pupils, to the school program or property should suspension or expulsion result from a first offense.

Corporal punishment is still used in some areas, but is the most objectionable of all negative means of control. When used, the following precautions should be taken:

1. Know what the legal status of such punishment is.
2. Know the local school district regulations regarding corporal punishment.
3. Be sure of the pupil's guilt.
4. Have adult witness.
5. Avoid even the slightest injury, bruise, etc.
6. Seek the parent's permission before punishment.
7. Be sure that the pupil has no physical condition that will be aggravated by the punishment.

Pupils who are punished in this manner should understand thoroughly the reason for punishment. Finally, corporal punishment should be used, if at all, as an immediate check to objectionable behavior and re-education of values should be immediately initiated.

The School Handbook

The student or school handbook may be used as a means of teaching pupils desirable habits of conduct and growth of acceptable behavior patterns. Pupil participation in the preparation of this project is very desirable. The handbook will not only keep before pupils the type of conduct expected but also afford them an opportunity to share in this phase of school management.

ORGANIZATIONS THAT AID DISCIPLINE

Student Council

The most effective school participation is not student government, faculty government, or principal government. Good school administration is a fusion of the ideas, efforts, and interests of pupils with faculty members and administrators. One of the most successful means of incorporating students into the administration is through the student council or similar organizations among the pupils.

If student government is employed at all for disciplinary responsibilities, it should be built upon a foundation of student guaranty of co-operation to insure success. Its charter, verbal or written, should center around the principle that student authority must be in proportion to the ability and willingness of the organization to exercise it effectively.¹¹

The most complete reference dealing with a practical approach to the administration of student participation in school affairs that the writer has found is a

¹¹ Douglass, *op. cit.*, pp. 293-294.

text by Koopman,¹² *et. al.* Although student councils have proved objectionable in some instances, the principal who wishes to make use of this activity assumes a tenable position. The following principles will be helpful in establishing a successful student council:

1. The staff should be genuinely and sincerely interested in pupil participation in school affairs.
2. Affirm the position that the student council is a participating, co-operating organization.
3. Provide many promotional and managerial services for the council to perform.
4. Select a competent faculty sponsor but do not urge an un-willing staff member to assume this service.
5. Anticipate possible sources of difficulty far in advance of the group and try to avoid these situations.

If pupils are convinced of the principal's willingness to allow them a share in conducting the affairs of the school, a most powerful influence for good will be set up among them.

Extracurricular Organizations

A principal who wishes to incorporate modern conceptions of discipline into the school program will seek to provide many extracurricular activities as part of the total guidance program. A single, comprehensive reference¹³ lists the basic principles of administration of the extracurricular program.

¹² Koopman, G. Robert, *et al.* *Democracy in School Administration*. New York: D. Appleton-Century Co. 1943. Chap. 7. See also the many publications of the National Association of Student Councils.

¹³ Edmonson, *et al.*, *op. cit.*, Chapter 16.

SCHOOL BUILDING CONSTRUCTION

COMMENCEMENT of construction permits approved by the U. S. Office of Education of the Federal Security Agency during the month of November for school and college building in the months ahead represent construction totalling \$109,661,465. These permits authorizing the construction of educational facilities requiring use of critical materials will provide an estimated 3,300 additional classrooms for the nation's elementary- and secondary-school youth.

The November permits were for new construction of 256 elementary- and secondary-school facilities to cost \$99,650,741. In addition, 27 projects in higher education estimated at \$10,010,724 were approved for allotment of materials. Under a delegation of authority from the National Production Authority and the Defense Production Administration, the Civilian Education Requirements Division of the U. S. Office of Education issues the "commencement of construction" permits. Thus, authorization is given for allotment of critical materials required for school, college, museum, and library construction during the present emergency.

Preparing for the Substitute Teacher

BURT DUNMIRE

PERHAPS one of the busiest times of the day for the average high-school principal is that short period in the morning between the time that he, as the principal, enters his building and the time that the pupils are admitted to the building. During this short interval, many details for the day's work need to be disposed of, more on some mornings than on others. Not infrequently, in the midst of this early-morning preparation, the telephone rings and Miss Brown is reported ill and consequently absent for the day's work. Two minutes later the phone rings again and Miss Smith is reported ill. Perhaps even while the second call is being taken, the other phone in the office rings and Mr. Jones is reported ill and absent for the day. This occurs with from thirty to forty minutes remaining before the boys and girls enter their rooms for the morning.

Even after calls have been made and arrangements completed for substitutes, there remain other provisions to be made for having ready all information necessary for the substitute, including general instructions and a copy of the absent teacher's schedule.

In order to expedite all necessary arrangements to meet such a situation, during the summer of 1951-52 there was prepared at Kittanning High School a two-page mimeographed set of materials which would meet the situation satisfactorily and which could be prepared on very short notice. As a matter of fact, on the form prepared, the high-school office needs to fill in only the name of the absent or regular teacher, his home-room number, the date, and the teacher's schedule for the day. The forms, which are reproduced on the following pages, are placed in the office mailbox of the absent teacher. Even prior to this, as soon as the substitute list is completed in the summer, a copy of the form is mailed to each teacher on the substitute list so that he is familiar with the information even before he comes to substitute for the first time during the year.

The *Teachers' Handbook*, to which reference is made in Number 13 of the form, is one recently prepared for faculty members in an attempt to bring together into one set of materials the miscellaneous professional information and administrative policies which the teachers should have. Each substitute teacher is mailed a copy of this handbook as soon as the substitute list for the year is approved by the board of education. A knowledge of the information in the

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handbook makes of the substitute a better substitute because of the wealth of background information provided.

Now that this form for substitute work has been in use for more than a full school term, its value can be judged rather objectively. It appears already that its value has transcended that of expediting the work of the high-school principal. Comments expressed by faculty members indicate that work done by substitute teachers on the whole has been done perhaps a little more carefully with a more accurate account being left for the regular teacher so that he may know what has been done in the class during his absence. Just the items given under Numbers 6, 7, and 8 have done much to assure both teacher and principal that in cases of absence the work will continue more nearly on the same plane that it would have had the regular teacher not been absent. Substitutes have expressed their approval of the use of the form. It not only provides them with a quick review of the details which they will want to be certain to take care of, but it also gives them a regular form on which to write their account of the day's proceedings. In short, the use of this form has been not only a time-saver for the principal but also a convenience to both the absent and substitute teacher as well. Following is the form:

INSTRUCTIONS TO SUBSTITUTES

1. From the office box of the absent teacher, get material pertinent to your work. Read the teacher's bulletin board.
2. By 8:15 A.M. be in the home room of the absent teacher.
3. Between 8:15 and 8:25, for pupils who have returned after an absence, fill in a class admission blank and have them report to the attendance office.
4. At 8:25, proceed as follows:
 - a. Record absentees' names on the sheet which was in the absent teacher's mail box. Place this sheet on the nail outside the home-room door.
 - b. Have the pupils listen to the announcements which are broadcast over the public address system promptly at 8:25.
 - c. Read ten verses from the Bible, pray the Lord's Prayer, and repeat the Pledge of Allegiance to the flag.
 - d. Read to the pupil statements in the teacher's box or on the teacher's bulletin board that obviously are pupil announcements.
 - e. Deliver to pupils, messages placed for them in the teacher's box.
5. In all classes, study halls, and activity groups, check absentees against the absentee list which will be brought to your room early in the morning. The name of any pupil who is absent from one of your groups but is not on the absentee list, together with the name of the class and the period of the day, is to be placed on a slip of paper, sign your name, and place this slip in the mail box of Mr. Ford Shankle.
6. Kittanning High School faculty members are responsible for having accessible at all times all class, study hall, and activity group rolls and a record of work to be done. Follow carefully the teacher's directions as to assignments and procedure. *It is expected that a substitute will teach the classes and fulfill all duties just as the regular teacher would have done.*
7. Correct papers for work assigned and leave them in order on the desk. Remember that a teacher appreciates a substitute who *cleans up the work*.
8. At the end of the day, place in the teacher's mail box a brief report of work done in each class. A form for this purpose is attached for your convenience.

9. Pupils are to be permitted to go to the library only during a study hall. If a pupil requests permission to go, fill in for him a "Library Permit," copies of which are in the teacher's desk. Since library facilities are limited, only a few pupils from each study hall may go during a given period. If in doubt about the number that should go from your study hall, check with the librarian.

10. When your home room goes to assembly, sit with them and help them maintain good order.

11. Know the fire drill regulations in the rooms where you teach.

12. During free periods, you are welcome to use the teacher's rooms. The one for the women is located directly over the stair well on the third floor of the Central Building; the one for the men is located across and down the hall from Room 145 on the first floor of the Central Building.

13. Substitute teachers are urged to become familiar with the contents of the *Teachers' Handbook*, a copy of which will be given you.

SUBSTITUTE TEACHER'S REPORT

(Secondary)

To be completed by the substitute teacher and placed in the mail box of the absent teacher at the end of the day.

Regular Teacher.....Home Room.....Date.....

Period	Class	Report of work done in each class
1 8:36 9:27		
2 9:35 10:21		
3 10:24 11:15		
Act. A 11:24 12:08		
Act. B 12:08 12:52		
4 1:00 1:51		
5 1:54 2:45		
6 2:48 3:39		

Time Schedule:

8:15-8:25 A.M., Home Room; 8:25-8:33 A.M., Devotions and Announcements; 11:18-11:20 A.M., Home Room; 11:20 A.M., Dismissal of pupils going home for lunch; 11:21 A.M., Pass to Lunch Period A and to Activity Period A; 12:55-12:57 P.M., Home Room; 3:42-3:44 P.M., Home Room; 3:44 P.M., Dismissal of Non-resident Pupils; 3:45 P.M., Dismissal of Resident Pupils.

Remarks:

.....
Signature of Substitute Teacher

FOREIGN TRAVEL AND STUDY

TO give American teachers an opportunity for on-the-spot study of contemporary Europe and its education problems and techniques, New York University's School of Education will sponsor its fourth European Workshop during July and August of 1953, Dr. Christian O. Arndt, professor of education at N.Y.U., has announced. The workshop, organized on a graduate level, offers participants an opportunity to earn eight points of credit toward graduate degrees. Study sessions abroad include more than two weeks in London, eight days in Heidelberg, four days in Paris, and eight days of travel by private bus through Belgium, Germany, Switzerland, and France.

Participants in the workshop will confer with prominent leaders from government, social service, and public education in the countries visited. Trips to such institutions as UNESCO in Paris, public schools in Great Britain, and private schools and gymnasia in Germany will give the American teachers firsthand information for instructing in world affairs and international relations.

Ocean travel will be aboard the Cunard Line's *S.S. Georgic*. Accommodations, all arranged by the University, will be made in London at the Nutford House, University of London; in Heidelberg, Germany, at the Collegium Academicum, University of Heidelberg; and in Paris at the Grand Hotel Du Louvre. Estimated total cost of travel and study, including fees for the maximum number of credits is \$950.

Professor Arndt urged in his announcement that those who plan to enroll act promptly, since the University is forced to limit accommodations to 60 people. Candidates will be considered in the order in which applications are received, with consideration given to professional background and personal qualifications. Applications and requests for further information should be made to Dr. Christian O. Arndt, School of Education, New York University, Washington Square East, New York 3, N. Y.

How Can the Schools and Industry Work Together

A REPORT

THERE has been one justifiable and constructive criticism expressed in various ways concerning the Third Edison Foundation Institute. A typical comment is quoted: "I had the feeling that we were shooting at three separate but related goals:

1. How to increase the quantity of potential scientists and engineers at the high-school level.
2. How to improve the quality of science teaching at the elementary- and secondary-school levels in order to provide more adequately prepared college-entering science and engineering students.
3. How to increase the depth and breadth of understanding of the historical development of American industrial supremacy, its present status, and the outlook for the future, using England as the case example.¹

Correct. The cornerstone of American success is American industry. Scientists and engineers are the fuel of industry. Industry should use its engineers and scientists to supplement the efforts of formal educational institutions by providing high-school pupils with information on the history of American economics and American industry. This information must be presented against a background depicting the industrial decline of Britain and Western Europe because of their adherence to non-competitive capitalism, their technological stagnation, as well as for other reasons. Thus, we supply the logical reasons for our demand for more pupils to seek careers in engineering and science and we pin point the science teachers as occupying the pivotal spot in science and engineering education. All of our efforts in the Third Edison Foundation Institute are inspired by this sequence.

Schools and Industry Can Work Together:

1. In agreeing on objective aims through the establishment of publicly recognized committees consisting of representatives of the "producers", the schools, and the "consumers", industry, in industrial areas where such committees do not already exist.

¹ Robert H. Carleton, Executive Secretary, National Science Teachers Association.

This is the report of the Third Thomas Alva Edison Foundation Institute, sponsored by The University of the State of New York, The State Education Department, Albany, New York; and Thomas Alva Edison Foundation, Inc., Main Street at Lakeside Avenue, West Orange, New Jersey. This Institute was held on May 26 and 27, 1952. Copies of this report are available upon request from Thomas Alva Edison Foundation, Inc., Main Street at Lakeside Avenue, West Orange, New Jersey.

2. By arousing public support for policies that place increased emphasis on instruction in the history of our economic and industrial development against the background of that of Britain and Western Europe and increased emphasis on instruction in science, engineering, and mathematics, particularly at elementary- and junior high-school levels. By further supporting the procurement and use of suitable laboratory equipment and functional school facilities.

3. By emphasizing how much our national defense and industrial efforts depend on far-sighted and progressive application of developments in engineering and science to forestall the possibility of the technological stagnation which is so characteristic of Britain and Western Europe.

4. By gaining public recognition of the pivotal position of the science teacher in our industrial economy, by establishing competitive salary schedules, and by providing the science teacher with released time which will permit him to offer individual instruction to pupils of leadership caliber in science and engineering.

Industry Might Well Give Favorable Consideration to:

5. Employing science and mathematics teachers and pupils during their summer vacations.

6. Encouraging science and mathematics teachers at the elementary- and junior- and high-school levels to participate in local professional engineering and scientific activities.

7. Utilizing sabbatical leaves for elementary- and secondary-school teachers who have made meritorious contributions to the teaching of science and mathematics.

8. Providing plant inspections for school officials, teachers, and pupils, as well as parents.

9. Explaining to pupils the possibilities of careers in engineering and science.

10. Ascertaining educators' reaction to industrial exhibits, literature, and visual aids.

11. Supporting or continuing to support such activities as science congresses, science fairs, Future Scientists of America, and Junior Academies of Science.

12. Providing or continuing to provide college scholarships and awards for high-school graduates in need of financial aid who show promise of leadership in engineering and science.

Schools Might Well Give Favorable Consideration to:

13. Constantly emphasizing the critical importance of the development of correct work habits in pupils and the appreciation and acceptance of the idea that long and hard work is the principal ingredient of success in anything. Science and engineering are no exceptions.

14. Utilizing representatives of industry for supplementary instruction in appropriate phases of economics, engineering, and science.

15. Providing opportunities for joint discussion with representatives of industry on problems of mutual interest.

16. Supplementing customary instruction in science and mathematics by introducing practical problems suggested by industry.

General Conclusions:

17. The participants agreed that there is confusion in the minds of pupils as to what constitutes democracy; that the lack of understanding of its fundamentals and the consequent failure to abide by them is jeopardizing our national existence. Education in the elementary and secondary schools should be aimed at creating a satisfactory understanding, in this critical stage of world history, of the superior values of our competitive industrial economy, and of its vital contributions to our success, our progress, and our safety. It was agreed that it is democratic to encourage and give special help to superior pupils in all subjects because it is from this group that we must expect to derive our future leaders, and the distinguishing mark, in fact the essence of a democracy, should be the facility with which leadership can be developed irrespective of social or other origins.

18. All through history the center of civilization has constantly moved to the greatest center of national wealth. Industry is our greatest creator of national wealth. The participation of industry in education as outlined in this report is essential to the survival of American industry as we know it. Industry furnishes food and raiment to the multitude. In general, it has done a very poor job in selling itself to the public. Let us hope that this report marks the beginning of a logical and effective effort on its part.

A STATEMENT OF NEED

Several of the participants requested that Dr. Morris Meister, Principal, High School of Science, New York City, submit a statement in regard to the view held by many that the schools must take measures promptly to identify potential leaders and accelerate their development. Dr. Meister's statement is quoted below:

In considering any program of action designed to bring industry and the schools together, it is important that we recognize certain limitations inherent in the schools. One of these relates to the wide range of abilities in the school population. The intellectual human resources of any nation are finite. According to Terman, Witte, Wolfe, and others, not more than a third of the individuals in an age group can be educated for intellectual work. From this segment of the population come nearly all of our scientists, scholars, lawyers, teachers, writers, inventors, artists, musicians, *etc.* They contribute to civilization out of all proportion to their number. It is vital to welfare and to progress that these individuals be identified early so that they get educational experiences to maximize their potential for achievement. Differential education for them is not preferential treatment. Equality of educational opportunity should not mean equality of educational exposure. For it is far more important that each individual attain his maximum than that *all* shall reach some minimum achievement.

Providing adequate education for youth of high promise has always been difficult. The difficulties increase markedly as we near the goal of twelve years of schooling for all American youth. Thus there is ever present the danger of wasting human talent. Recognizing this, many schools have devised special curricula, different kinds of school organization, and a variety of teaching procedures in the hope of preventing such waste. Among the measures employed are homogeneous grouping, honor classes, honor schools within schools, specialized high schools, acceleration, enriched curricula, and the programs of closer articulation between school and colleges. It is unfortunately true, however, that most of the 27,000 American high schools do very little to meet the problem.

The present critical shortage of scientists and engineers, the anticipated demands of a technological age, and the state of international tension emphasize the problem insofar as it relates to the early identification and special educational opportunities for potential scientists and engineers.

CO-OPERATIVE EFFORTS IN THE IMPROVEMENT OF THE PREPARATION OF SCHOOL ADMINISTRATORS

THE Council of Associated Colleges met in Washington for a discussion of progress in the improvement of programs of preparation for school administrators in the Middle Atlantic Region. Reports of over forty projects revealed the widespread involvement not only of the sixteen co-operating universities but also of superintendents from the field, laymen, school board members, business groups, and, particularly, college and university personnel from disciplines other than education. Over 2,800 persons have participated in these studies and activities during the year 1951-52.

Included in the reports were studies documenting the expanding nature of the job of school administration. The school is becoming the basic means for preparing children and young people to live in a changing world in accordance with American ideals, and in which the abilities need to participate in solving the problems of the communities in which they live are emphasized. Field studies in New York, New Jersey, and Pennsylvania clearly indicate that the superintendent's job is truly an "emerging" one with responsibility undreamed of a half-generation ago.

Among other matters discussed at Washington were: the community activities of elementary principals; superintendents' opinions regarding their own pre-service training; the supply and demand for school administrators; the recruitment and selection of prospective administrators through community action; available tests for selecting administrative personnel; an evaluation of the pre-service program in certain institutions; a proposed new program of preparation in one university; inter-disciplinary seminars in which various fields of study in a university are brought to bear upon specific problems in administration; internship activities of different types; a study of workshops for superintendents in service; and an inservice seminar in human relations.

The Characteristics of a Sound Program of School Public Relations

J. RUSSELL MORRIS

PURPOSES

PUBLIC relations are an inherent part of any school system because contacts are constantly being made with the lay public. It is the extent of the success of these contacts which determines the success or failure of the school program. The importance of a well-planned public relations program is, therefore, apparent.

The fundamental purpose of a school public relations program is the development of attitudes on the part of the people which will cause them to react favorably toward the school. These attitudes, which can be defined as the will to act in a certain way in a given situation, are the results of the impressions which the school has made upon the members of the community. It is the function of the public relations program to work constantly toward the creation of impressions which will result in favorable attitudes toward the school.

ORGANIZATION

Every employee of a school system plays his important role in public relations. What he says and does is taken by those who hear and see him as being a true picture of the quality of the staff and of the educational program. The necessity of maintaining a good program of education, and the need for a high level of morale among staff members at once becomes apparent. Each of these factors can be attained in a large measure through wide participation of the staff and the public in the formulation of the educational program.

The responsibility for the over-all management of the public relations program in a city school system should be given to a member of the superintendent's staff. From this office the responsibility for the local sub-district program would be delegated to the building principal, who in turn would carry on through the teachers and the non-certificated employees in his building.

MEDIA APPLICATION

The media through which the schools are interpreted to the public can be summarized under the following group headings:

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1. Newspaper, radio, and display publicity
2. Staff and student publications
3. School programs, exhibits, and activities
4. Home and school visitations
5. Community activities and services
6. Personal public contacts of school personnel.

Through these channels the community must be repeatedly informed of the objectives, methods, progress, problems, and needs of the school in such a manner that the information will be entertaining, vital, easily accessible, and easily understood. It is extremely important that all persons directly connected with the school realize that they themselves, through word and deed, are important sources of school information, and, therefore, must understand the policy and practice of the whole school before they can be effective agents of interpretation. A continuous and honest use of all the available means of publicity will build a community confidence in the schools which will provide the co-operation and support that is desired.

EVALUATION CRITERIA

In determining the effectiveness of a public relations program, certain general factors must be present. These factors include:

1. An understanding on the part of the public as to the purposes, needs, program, and accomplishments of the school
2. An understanding on the part of the school of the desires and needs of the community
3. Evidence that the function of scope and sequence are satisfied
4. An organization of school and staff activities so that they will function as a program

In addition to these general factors, there are many specific criteria which may be used in evaluating the success of a public relations program. Among these are:

1. The currency of information
2. The interest-appeal of the program
3. The usefulness of the information in influencing the public and their desire for it
4. The entertainment value with its resultant good will
5. The factual content, including its organization and authenticity, reflected in scientific research

The evaluation of the organs of public relations can only be touched upon briefly in this article. The newspaper, an important medium, should reflect a sound mutual policy. The report card should supply information helpful to parents in guiding their children, as well as securing a positive reaction from the parents. School publications provide opportunity for a wide range of publicity. They should utilize this opportunity to portray an accurate picture of the school. Other important means of public relations, such as school visitations, staff-community relationships, and radio programs, can best be evaluated in terms of how well they succeed in promoting a favorable public attitude toward the school.

The Principal and the Law

D. W. TIESZEN

SCHOOL business has become big business. The activities of the modern high school carry it into areas of entertainment, transportation, food service, health service, and similar activities. As the functions of the secondary school have broadened, the high-school principal has found himself increasingly in need of legal knowledge. Many of the new activities of the secondary school involve questions of civil, personal, and property rights. It is the purpose of this article to discuss legal aspects of these questions of interest to secondary-school principals, cautioning the reader that general observations made in this article should be verified by checking the statutes and court decisions of a particular state.

One pupil in five in the United States is transported to and from school daily by means of transportation provided by the school. Statutes of the states uniformly permit this activity, and, under certain conditions, the provision for transportation is mandatory. Most statutes do *not*, however, authorize the use of school-owned transportation for purposes of transporting pupils as participants or spectators to school sponsored events such as athletic, music, and speech contests. The fact that such transportation is almost universally provided makes it none the more legal. The courts have consistently interpreted the transportation statutes strictly; *i.e.*, holding that transportation to and from school means that and nothing more. An Iowa court set this pattern a quarter of a century ago.¹ This court ruled that the Iowa statute providing for transportation of pupils to and from school gave boards of education *no* authority to transport pupils to basketball and baseball games, spelling contests, picnics, or similar school events. Following this decision the Iowa legislature enacted a statute legalizing such transportation. Most states do not have such statutes. Only California, Florida, Idaho, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Mississippi, Nevada, Oklahoma, Oregon, Pennsylvania, South Dakota, West Virginia, and Wisconsin have statutes legalizing transportation of pupils for student activity purposes. In a number of other states, such as in Texas, attorneys' opinions have sanctioned the practice. However, no court, in the absence of specific statutory authority, has upheld transportation of pupils for student activity reasons.²

¹ Schmidt v. Blair, 203 Iowa 1016, 213 N.W. 593 (1927).

² Beard v. Board of Education of North Summit, 81 Utah 51, 16 P. (2d) 900 (1932); and Carothers v. Board of Education, 153 Kan. 126, 109 P. (2d) 63 (1941) are other cases bearing on this point.

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Since the attitude of the courts is so doubtful, it would seem that organizations of secondary-school principals in such states where there is no legislative authority for extracurricular transportation of pupils would find it prudent to encourage the enactment of such legislation.

For reasons which are considered educationally and socially sound, pupils' health and welfare interests are being given increasing attention by the school. This area too has come under judicial surveillance. An early case was decided on this in the state of Washington.³ In this instance it was held that the actual performance of medical and dental service for pupils through school operated clinics was foreign to the purposes of the school. A few years later in Texas a court took a much more liberal view of school health services.⁴ In the Texas case, the establishment of a school health department in the city of Dallas was upheld. Likewise in Colorado⁵ and in Kentucky⁶ health services were upheld by the courts.

Generally speaking, the courts have upheld the authority of boards of education to employ doctors, nurses, and dentists. In these cases, however, courts have generally drawn a sharp distinction between medical and dental *inspection* and *treatment*. The former has been approved, the latter has generally been disapproved.

The right of secondary schools to maintain cafeterias has usually met with judicial favor. This is rather interesting, since, typically, the statutes are silent on this point. Only a minority of states have legislation directly authorizing school cafeterias. In spite of this, the courts have ordinarily considered school cafeteria operation as coming within the discretionary powers of the school. Thus in a Colorado case⁷ the court upheld the powers of the Denver board of education in establishing cafeterias. Upheld also was the board ruling that pupils were not permitted to leave the school buildings during the noon intermission, excepting in individual cases where they lived nearby. Denied were the contentions of the appellant that the school district had inaugurated a restaurant business using tax funds. A Nebraska court⁸ reached a similar conclusion in a case originating in North Platte. "Cafeterias are recognized adjuncts to public high schools," said the Nebraska justices. In Texas a court stated that the school cafeteria "is a necessary convenience."⁹

Courts have generally denied the petitions of those who allege that the activities of the school "hurt their business." Thus, it has been held as no argument against the operation of a school store that it hurt the business of someone engaged in selling school supplies. The interest of the pupils and of their educational program is held to be paramount.

³ *McGivra v. Seattle School District No. 1*, 113 Wash. 619, 194 P. 817, 12 A.L.R. 913 (1921).

⁴ *City of Dallas et al. v. Mosely et al.*, Tex. Civ. App., 286 S.W. 497 (1926).

⁵ *Hallet et al. v. Post Printing and Publishing House*, 68 Col. 573, 192 P. 658 (1920).

⁶ *Bowling Green v. Simmons*, 245 Ky. 493, 53 S.W. (2d) 940, (1932).

⁷ *Goodman v. School District No. 1*, 32 F. 2d 586, 63 A.L.R. 92 (1929).

⁸ *Richardson et al. v. Brahm et al.*, 249 N.W. 557 (1933).

⁹ *Bozeman et al. v. Morrow et al.*, Tex. Civ. App., 34 S.D. 654 (1931).

In a very interesting Tennessee case,¹⁰ it was held that *union* activities could not curtail the activity program of a school. The musicians unions in Tennessee had apparently been irked because of the number of times when bands made up of union musicians lost opportunities to play because the free services of high-school bands were obtained instead. The Tennessee legislature enacted a statute which permitted school bands to play only at school functions, patriotic, religious, cultural functions, or official affairs of government agencies to which no admission was charged. The Tennessee Supreme Court held this law to be unconstitutional, saying that: "Students are entitled to the benefits of the state's institutions under general laws. We think their extracurricular activities cannot be penalized for the sole purpose of profit to another group."

The Tennessee court went on to say that the state has the power to prohibit pupils in any of its schools from organizing or joining any band, or if school bands are countenanced, the state may restrict appearances or performances of the bands to limited occasions as a matter of discipline, or to prevent the time and interest of the pupils from being too greatly diverted from their school work proper. However, stated the court, when school bands are prevented from appearing because of conflicts with union musicians, it penalizes the conduct of pupils without relationship to their welfare or the efficiency of educational institutions.

In some areas there have been a number of court cases in which the courts have agreed so uniformly that the matter is generally conceded to be well settled. Thus, in the high-school fraternity cases the right of school boards to bar secret societies has been almost universally upheld.¹¹

A number of years ago dancing was frequently challenged as an activity sponsored in or by schools. In a very unusual construction of a statute, the Wyoming Supreme Court held that a board has a right to make a school building available for dancing.¹² The moral question, which was frequently raised in these cases, was completely dismissed by a California court¹³ which held that dancing was a matter of opinion upon which people differed. Similarly in Nebraska, the Supreme Court¹⁴ upheld the right of the school board to permit social dancing in the schools. The rule then appears to be well settled that regardless of differences in moral convictions, boards of education have authority to permit or sponsor dancing in schools if they so desire. However, in one California case¹⁵ it was held that a board could not *require* dancing as part of a compulsory program of physical education.

¹⁰ *Gentry v. Memphis Federation of Musicians, Local 71*, 177 Tenn. 566, 151 S.W. 2d 1081, 123 A.L.R. 1270 (1942).

¹¹ See Madeline K. Remmlein, "Can High School Fraternities Exist Legally?" *Bulletin of the National Association of Secondary-School Principals*, 31:144, February 1947, pp. 55-69 for a very excellent review of these cases.

¹² *Merryman v. School District*, 43 Wyo. 376, 5 P. 2d 267 (1931).

¹³ *McClure et al v. Board of Education of City of Visalia*, 38 Cal. App. 500, 176 P. 711 (1918).

¹⁴ *Brooks et al v. Elder*, 108 Neb. 761, 189 N.W. 284 (1922).

¹⁵ *Hardwick v. Board of Trustees of Fruitridge District, Sacramento County*, 54 Cal. App. 696, 205 P. 49 (1921).

Courts have taken judicial notice of the value of the student activity program in the schools. This has been demonstrated in several cases where objection was made to an activity on grounds that it was sponsored by pupils. In a Washington case,¹⁶ an appellant who sought to prohibit the student association of the school from selling candy, ice cream, and lunches in the school building was denied the injunction he sought. The court presented some interesting and well-considered educational philosophy in its opinion:

Schools are to be maintained and carried on for the purpose of educating students and advancing and maintaining their welfare while they are being educated. Education is to be obtained not alone from the study of books, but also by the development of body and mind in all proper directions. Student activities, as they are now known and carried on with general approval, include the giving of concerts, class or school plays, athletic exhibitions, and other entertainments to which the public is invited, and a charge for admission made in order to support these activities without expense to the taxpayer. These activities have educational value, some more than others perhaps, but all tending strongly to that direction. They promote interest in and loyalty to the school on the part of the students. They provide an impetus to study and tend strongly to round out and develop character and to make better men and women and better citizens of students, through advancing the general welfare.

Of interest to secondary-school principals are some recent cases involving extracurricular assignments for teachers. In Rhode Island, the Supreme Court of that state held that a provision in a school committee's form of contract with public high-school teachers requiring them to perform such extracurricular activities as might be assigned was not in excess of the committee's authority and did not violate teacher tenure laws.¹⁷ Even more strikingly illustrative of this principle was a recent case originating in New York City.¹⁸ The board discussed the implied powers of teachers' contracts at considerable length, concluding as follows:

The broad grant of authority to fix "duties" of teachers is not restricted to classroom instruction. Any teaching duty within the scope of the license held by a teacher may properly be imposed. The day in which the concept was held that teaching duty was limited to classroom instruction has long since passed. . . . Teachers in the fields of English and social studies and undoubtedly in other areas may be expected to coach plays; physical training teachers may be required to coach both intramural and inter-school athletic teams; teachers may be assigned to supervise educational trips which are properly a part of the school curriculum. The band instructor may be required to accompany the band if it leaves the building. These are illustrations of some of the duties which boards of education have clear legal justification to require of their employees. A board is not required to pay additional compensation for such services. The duty assigned must be within the scope of teachers' duties.

The phrase "within the scope of teachers' duties" was interestingly analyzed by a lower court in Pennsylvania recently when it was held that a teacher could not be compelled to perform duty at a football game, since this came outside the scope of teaching duties.

In the spring of 1952, the Supreme Court of the United States decided two important public school cases. A New Jersey statute requiring Bible reading in

¹⁶ *Hempel v. School District No. 329, Snohomish County*, 39 P. 2d 729 (1936).

¹⁷ *McKean v. Warwick School Committee*, 75 A. 2d 313 (1950).

¹⁸ *Parrish et al v. Moss et al*, 106 N.Y.S. 2d. 577 (1951).

the schools was upheld.¹⁹ The "released-time" for religious instruction programs which has had somewhat of a checkered and uneasy existence since the *McCollum* decision in Illinois, was clarified by a new decision of the United States Supreme Court which indicated that the New York City plan of "released-time" violated no constitutional provisions.²⁰

One of the very pertinent problems facing secondary schools in some parts of the country is that of segregation. Several years ago the Supreme Court of the United States held in several college and university cases that segregation was unconstitutional.²¹ Just before the court recessed for the summer in 1952 it indicated that it has accepted jurisdiction in two important public school cases involving segregation—one being appealed from Kansas and one from South Carolina. In addition, a very significant decision by Judge Seitz in a lower court decision in Delaware will be watched with interest, as this case too involves segregation. The school year 1952-53 will very probably see a pronouncement on this important matter by the Supreme Court of the United States.

Many issues concerning secondary education are being reviewed by state and Federal courts. The secondary-school principal needs to keep abreast of the decisions and be able to understand and analyze the philosophy of the courts.

¹⁹ *Doremus v. Board of Education of Borough of Hawthorne*, 72 S. Ct. 394 (1952).

²⁰ *Zorach and Gluck v. Board of Education of City of New York*, 72 S. Ct. 679 (1952).

²¹ *Sweatt v. Painter et al.*, 70 S. Ct. 848 (Texas, 1950); *McLaurin v. Oklahoma State Regents for Higher Education*, 70 S. Ct. 851 (1950). By way of contrast to see how the United States Supreme Court has changed its position on segregation during the past quarter-century, see *Gong-Lum et al. v. Rice et al.*, 275 U.S. 78, 48 S. Ct. 91, 72 L. Ed. 172 (Louisiana, 1927).

DO YOU LIKE CARTOONS?

MANY high-school principals use cartoons on their bulletin boards to attract, amuse, and instruct the pupils in their school. Teachers have learned to collect appropriate cartoons for their classrooms because of the interest obtained from pupils.

Your business teachers will find much to laugh about and many teaching values in the twelve typing cartoons described in the advertisement section of this Publication. They may be obtained from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., for \$1.50 for a complete set of 12.

A Class Visitation Time-Schedule As a Supervisory Aid

JOHN J. GACH

HAVE you, as the principal of your high school, ever felt fairly overwhelmed by the myriad of office duties that make it almost impossible for you to visit classes in order to help bring about the improvement of instruction? Do the clerical duties, the discipline cases, the "extra" extracurricular activities, the college transcript questionnaires, the task of public relations, and the host of other responsibilities ever make you wonder just how you can ever find time to observe just what is going on in the classroom? If so, you are not alone for your number is legion. It is hoped that you may derive some benefit from the experiences of one who is trying to do something about this frequently neglected phase of high-school administration.

One must inject a caveat at the very beginning—classroom visitation and supervision are not synonymous. Yet, one feels that any effective supervision is impossible without one's visiting the classroom. To learn how to help the teacher, one must see the teacher in action; radar and remote control—by way of rumor and innuendo—are poor substitutes for the face-to-face relationship that stems from an actual visit to the classroom. But a hit-or-miss program of observation will not prove effective. It must be planned carefully and the teacher must be kept informed of the projected plans at all times.

The philosophy of the principal will color his approach to the problem. *Laissez-faire* may be excellent as economic dogma, but it has played havoc when applied to educational systems. Nor will a totalitarian, junkers-type philosophy avail the school very much. Rather, a philosophy of supervision which calls for discussion on the part of teachers, department heads, and administration will be productive of far better results.

Last year was the writer's first year as principal of Central High School. Prior to that time he was assistant principal at another school, and the task of supervision was not his particular province. While supervision was uppermost in his mind—as evidenced by meetings with department heads and faculty members—he soon learned that he was often stymied by the deluge of office duties mentioned earlier. His good intentions were often deferred "for the moment" with the result that he was forced to follow a "catch-as-catch-can" method of visitation which made it impossible to visit all teachers. This was all the more ironic,

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since he had to turn in an individual rating sheet on every teacher at the end of the school year. Consequently, he centered his work upon the "probationary" teachers whereas it is also important that one visit those who have already achieved tenure. Therefore, it was imperative to formulate a definite plan for visiting classroom teachers this year. The following is an account of the program—

I. THE PLAN

A. *Preliminary Work*

As has been mentioned, the department heads were consulted about the problem of supervision during the first year. They were asked to confer with other members of their department as to what they would like to derive from a program of class visitation. A number of teachers offered some concrete suggestions which were incorporated in the program this year.

B. *The Mechanics of the Program Schedule*

One immediately realized that a definite time schedule would have to be set up if he was to avoid the usual avalanche of office duties. It was also felt that a program of classroom visitation at the very beginning of the semester—when teachers were busily concerned with the task of learning to know their pupils—would not be fair to the teacher. Consequently, then, it was not until the first report card period (at our school these cards are issued every six weeks) that the actual program got under way. Each teacher received a sheet outlining the philosophy of classroom visitation and a definite time schedule was put into effect. Its content was as follows—

- 7th week—first-hour classes will be visited
- 8th week—second-hour classes will be visited
- 9th week—third-hour classes will be visited
- etc. etc.*

This meant that the principal had to adhere to this program. Only dire emergency could cause any deviation. Obviously, it would be impossible to visit the six hours of classes in just six weeks; so it was necessary to allow an additional two weeks to make it possible to visit all of the forty teachers in our school.

C. *The Actual Classroom Visitation*

Did the principal spend a complete hour in each classroom? No. The nature of the work might not require such a long visitation. It was sometimes possible to visit two teachers in the same period. On the other hand, the principal often visited for the entire period or returned to the same class the following day. One is very much aware that certain subjects lend themselves to observation better than others. This had to be considered at all times. Just what did the principal look for in his visit to the classroom? To facilitate his observations he kept the following in mind—

1. Where is the teacher going? What are the objectives?
2. How does he propose to get there? What are his methods?
3. How does he know he has arrived? What testing takes place?

To be sure, complete objectivity was impossible. Still, the tone of the class, the methods utilized, the nature of the assignment, and the use of audio-visual aids such as the bulletin board and blackboard, could not help but give a realistic picture of the class. Repeat visits were made in some instances; particularly, where it was felt that the teacher was ill at ease because of the nature of the class discussion at the time.

No notes were taken by the principal at the time of the class visit. It was felt that a more realistic approach would take place if the teacher were not acutely aware of the presence of the visitor. After leaving the class, the supervisor went back to his office to jot down pertinent points that would assist in the teacher-principal conference which was to take place at the convenience of the teacher.

D. The Principal-Teacher Conference

The teachers generally asked for this conference to be held during their free periods, but the principal was also available for after school meetings as well. He always opened this conference by mentioning the strengths and worth-while techniques used by the teacher. Further discussion included suggestions for improving classroom work and enabled the teacher to give his or her personal philosophy regarding the subject and the work of the class. Also, the teacher frequently mentioned certain suggestions for the all-round improvement of our school. The informal nature of the conference proved very worth while.

E. The Departmental Follow-up

After all the teachers had been visited and the conferences were held, it was felt necessary to take inventory of the entire picture. As a result, the worth-while techniques and ineffective practices of each department were outlined. A mimeographed letter for each teacher was attached to the sheet for each department. These were distributed to the faculty members by the various department heads who used this report as a springboard for a discussion of the work of the department. The composite of the entire staff was not made available to the staff as it was felt that it would be unfair and unwise to invite comparisons. This broad view of the entire staff was considered very helpful to the administrator as it should give him an opportunity for an even more objective approach when he resumes his program of class visitation this semester.

II. THE TEACHERS' RATING OF THE PRINCIPAL

It seemed only fair to give the teachers an opportunity to express their opinion of the person responsible for this program of visitation. In as much as he wanted to learn of his own shortcomings (in general as well as in reference to the class visitation idea) he realized that such a rating, to be effective, would have to

include an opportunity for anonymity. Accordingly, then, he discussed the matter briefly with the staff and then left the meeting while the assistant principal administered the *Purdue Rating Scale*.

The results of this rating scale were most helpful to the principal as they emphasized certain items or factors that warranted careful consideration if he was to become a better principal. This evaluation of his administrative ability by his colleagues gave him more than an inkling of how they felt about his leadership, and their viewpoint gave him much cause for meditation. He learned that a capacity and reputation for hard work was not enough—that it was also necessary to have the staff play a greater part in many phases of the school program if Central High School were to become a real education center. In short, he learned that he must strive to work within, rather than from outside, the group.

III. RESULTS OF THE EXPERIMENTAL PROGRAM

Just how did this overall plan aid in the improvement of classroom teaching? Was this an effective method of classroom visitation? Did it prove to be the answer to this vexing phase of supervision? A thoroughly objective review of the entire project discloses that it is no panacea or "open sesame" to bring about the cure of some of the daily aches and pains of supervision. Nor does it provide a blueprint that would prove effective in *all* schools. However, it is felt that there were certain benefits derived from the program and the following points are offered for consideration—

A. It made it possible for the principal to visit the classroom teachers on a regular, rather than a hit-or-miss, time schedule.

B. It allowed for careful observation of class tone as well as classroom techniques and methods.

C. It afforded one the opportunity to "visit the vineyard" to view the "crop" at close range prior to the annual rating of the teachers.

D. It led to an orderly and workable arrangement for conference between the principal and teachers. It was, therefore, possible to commend the classroom teacher for his or her good work and to point out or make suggestions designed to help in the improvement of the classroom teacher. It was this face-to-face opportunity to discuss the work of the teacher—after an observation of the classroom activity—that was one of the most valuable outcomes of the program.

E. It enabled the department heads—after receiving the resume sheet for their own groups—to discuss the overall picture of their particular subject field. No teacher was singled out for criticism but the members of each department had an opportunity to review its strong and weak points in relationship to its educational philosophy.

F. It gave the staff an opportunity to evaluate the principal and to point out some of his shortcomings.

IV. CONCLUSION

To conclude that the experiment was completely flawless would be wrong. Perhaps the letter sent to each member of the staff (this accompanied the sheet listing the Commendable or Undesirable Practices for each department) and the listing of desirable and undesirable practices or techniques will convey more adequately the feeling of the principal.

SAMPLE LETTERS

WEST ALLIS CENTRAL HIGH SCHOOL

West Allis, Wisconsin

November 6, 1952

Faculty:

Subject: SUPERVISION

The improvement of teaching should be one of the main tasks of any efficient principal. Unfortunately one frequently becomes so involved with the myriad of paper work discipline problems and "public relations" that he is often unable to employ one of the best methods of assisting teachers to improve their work—through the rapport and understanding that stems from good classroom supervision.

To be sure, the idea of supervision may be interpreted on one hand to be of the *laissez faire* variety—where each teacher is left to his or her own devices and the principal's annual rating is gleaned largely by those unfortunate products of remote control such as hearsay and rumor. I do not believe that any teacher who is true to his profession will honestly subscribe to such a philosophy of supervision. On the other hand, it is hard to believe that many teachers will endorse the administrator who resorts to the inelastic and undemocratic supervision by mandate that is typical of some dictatorial administrators.

However, a third alternative is possible—one in which the teacher and the principal discuss the work of the classroom both objectively and co-operatively. It is only in such an atmosphere of thoughtful understanding that the real improvement of teaching can be brought about. It is hoped that the following program will help to develop such wholesome and worth-while supervision.

Commencing with this week (the 10th of this semester), your principal will have a regular schedule of visiting classes. In order to avoid the tie-ups brought about by office detail, he will visit classes as follows:

10th week—Nov. 6-9	1st-hour classes
11th week—Nov. 12-16	2d-hour classes
12th week—Nov. 19-23	3d-hour classes
13th week—Nov. 26-30	4th-hour classes
14th week—Dec. 3-7	5th-hour classes
15th week—Dec. 10-14	6th-hour classes

Shortly after the classes have been visited, there are to be principal-teacher conferences to discuss teaching methods, classroom procedure, etc. A similar schedule will be followed during the second semester. I realize that this arrangement will not be entirely foolproof, but I believe that it will represent a real step forward in the improvement of our teaching. It is hoped that teachers will feel perfectly free to discuss their problems at our follow-up conferences.

JOHN J. GACH *Principal*

WEST ALLIS CENTRAL HIGH SCHOOL

West Allis, Wisconsin

February 1, 1953

To All Faculty Members:

During the past few months it has been possible to visit many classes here at Central High School. One realizes that such visitations were sometimes too fleeting and too inadequate for valid or effective supervision. Yet, good or bad class tone, adequate or ineffective long-range planning, and excellent or mediocre teaching methods were often manifest in many instances. One would be *naïve* to declare that all teaching at Central is superlative, but one would be grossly unfair to imply that there is no good teaching being carried on in our school. In fact, the number of excellent teachers far surpasses the number of average and mediocre members of our staff.

In as much as the purpose of any worth-while supervision is to assist all teachers to improve the quality of their instruction, it is felt that you will be interested in some of the observations that grew out of the visits in your department. True, some classes and some departments—by their very nature—make more favorable impressions upon any visitor. Still, I have tried to be as objective as possible. As has been said, a great deal of excellent teaching was observed, and it is hoped that each teacher will take inventory as to whether his or her teaching led to the favorable and effective practices listed for your department. It may be that the comments relating to ineffective classroom practices do not apply to you in any sense, but it is hoped that *all* teachers will give serious thought to these comments. Your principal did not list these items in the order of their importance. Nor does he wish to give the impression that he knows all the answers; there are too many chinks in his own armor for him to make any sweeping statements. Rather, it should be realized that classroom visitations and the follow-up conferences are for a purpose that should be mutually valuable to both teacher and principal.

I plan to revisit many classes this semester and it is hoped that all of you will again receive these visitations in the splendid co-operative manner that was so evident during this first excursion into the realm of a planned supervisory schedule.

Sincerely,

JOHN J. GACH, *Principal*

SAMPLE OF COMMENTS GIVEN TO TEACHERS

The Art Department

Commendable Practices and Features

Attractive classroom appearance—(a) displays; (b) bulletin boards
Well-planned projects
Excellent motivation
Organized job assignments
Careful attention to individual work—
 (a) praise; (b) teacher assistance
Excellent overview of new assignment
Skillful use of demonstration method
Pleasing voice and appearance
Teacher preceded pupils out of classroom

Undesirable Practices or Techniques

Lack of provision for pupils who finished projects
Inadequate credit to pupils *via* printed names, etc., on completed projects

The Commercial Department

Commendable Practices and Features

Well-organized lesson plans
Effective use of the blackboard
Excellent class motivation *via* individual projects
Definite class assignments
Attention given to individual differences
Worth-while utilization of pupil experiences
Attractive and stimulating wall displays
Skillful use of overview in introduction of new work
Supervised study
Effective use of the demonstration technique
Teacher preceded pupils out of the classroom

Undesirable Practices or Techniques

Failure to allow pupils time for preparing the next day's assignment
A tendency to lecture
Some out-dated bulletin board displays
Lack of provision for pupils who have finished the assigned work in class

*The English Department**Commendable Practices and Features*

Insistence upon clarity of oral presentation
Well-organized lesson plans
Careful attention to individual differences
Effective drill on fundamentals
Interesting bulletin boards and wall displays
Pleasing voice and appearance
Skillful use of the blackboard
Provision for supervised study
Thoughtful use of individual praise
Effective review of examinations
Well-planned unit on overviews
Stimulating reference to collateral reading
Teacher preceded pupils out of the classroom
Emphasis upon appreciation as well as attitudes
Utilization of pupil experiences in classroom discussions
Group projects
Use of individual reports

*The Foreign Languages Department**Commendable Practices and Features*

Wide motivation and participation
Utilization of pupils' backgrounds—(a) every day terms; (b) junior high-school history; (c) work on word roots, prefixes, and suffixes; (d) customs
Well-organized lesson plans and objectives
Excellent blackboard usage
Emphasis upon "learning by doing"
Teacher preceded pupils out of the room
Attractive room displays
Pleasing voice and appearance

*The Home Economics Department**Commendable Practices and Features*

Colorful bulletin boards
Wise use of the pronoun "we"
Well-organized lesson plans
Good motivation and participation
Utilization of pupils' experiences and background
Some provision for supervised study

Undesirable Practices or Techniques

Reluctance to use the blackboard
No provision for supervised study
Indefinite or unclear daily class assignments
Failure to use differentiated methods—(a) Panel discussions; (b) Pupil reports
Over-dependence upon oral question-answer method
Failure to utilize pupils' experiences in discussing textbook stories
Poor use of bulletin board
Tendency toward over-lecturing
Restricted use of commendation
Failure to utilize word-derivation and vocabulary possibilities

Undesirable Practices or Techniques

Failure to use blackboard and dictionary more widely
Very little provision for supervised study
Unattractive bulletin boards

Undesirable Practices or Techniques

Poor room atmosphere due to reluctance to turn on the electric lights
Teacher remained "glued" to seat—no movement or animation
Tendency to dwell upon minutiae
Poor blackboard usage
Over-dependence upon question-answer method
Failure to utilize individual reports by pupils
Teacher did not precede pupils out of classroom

*The Industrial Arts Department**Commendable Practices and Features*

Definite class plans
 Good class tone
 Attention given to individual pupils' skills and plans
 Good clean-up procedure
 Excellent shop appearance
 Recognition and commendation of pupils via bulletin board
 Teacher preceded pupils out of the classroom
 Excellent demonstration techniques

Undesirable Practices or Techniques

Very noisy class tone
 Some pupils without work to keep them occupied
 Poor class clean-up or termination
 Lack of attention to individual differences
 Inadequate lesson planning as shown by poor motivation
 Inadequate classroom supervision by teacher
 Teacher did not precede pupils out of class

*The Mathematics Department**Commendable Practices and Features*

Splendid class motivation
 Skillful use of the blackboard
 Utilization of students' everyday experiences
 Effective use of drill techniques
 Attention given to individual differences
 Provision for supervised study
 Differentiated techniques
 Evidences of long-range planning and objectives
 Clear assignments
 Interesting bulletin boards
 Excellent pupils made models
 Pleasing voice and appearance
 Teacher helped hall tone by preceding pupils out of class

Undesirable Practices or Techniques

Teacher could make better use of bulletin boards and other visual aids

*The Music Department**Instrumental**Commendable Practices and Features*

Some attention to individual needs
 Good appearance of teacher
 Thorough planning

Undesirable Practices or Techniques

Too oppressive and "heavy" an atmosphere
 Poor class attention
 Inadequate "housekeeping"
 Selections far too difficult
 Lack of pupil interest

*Vocal**Commendable Practices and Features*

Good motivation
 Pleasing class "temperature"
 Obvious pupil interest
 Well-planned work
 Teacher precedes pupils out of classroom

Undesirable Practices or Techniques

Tendency toward volume
 Inadequate attention to individual differences

*The Physical Education Department**Commendable Practices and Features*

Well-organized class plans
Attention given to individual differences
Careful class accounting
Good appearance
Excellent class instruction

Undesirable Practices or Techniques

Over-emphasis of major sports activities
Failure to give attention to individual differences
Poor class planning
Inadequate class supervision
Inadequate class instructions due to acoustics as well as the instructor's voice

*The Science Department**Commendable Practices and Features*

Well-organized lesson plans
Well-defined objectives
Utilization of pupils' backgrounds and experiences
Effective use of the blackboard
Valuable consumer training
Excellent appearance and voice
Interesting displays
Provision for supervised study
Orderly class dismissal
Good "housekeeping"
Effective use of demonstration method

Undesirable Practices or Techniques

Lack of long-range objectives
Over-use of the lecture method
Failure to make wide use of laboratory facilities
Over-dependence upon "busy" work as evidenced by poorly checked notebooks
Poor class tone during showing of visual aids
Inadequate displays
Poor "housekeeping"
Teacher fails to precede pupils out of classroom

*The Social Studies Department**Commendable Practices and Features*

Well-defined objectives
Good class tone
Wide class participation
Pleasing and useful bulletin boards
Opportunity for individual pupil reports
Provision for supervised study
Significant stress of social studies vocabulary
Pleasing voice and appearance
Effective arrangement of pupil desks
Well-defined assignments
Excellent use of overview techniques in introducing a new unit
Attention given to individual differences

Undesirable Practices or Techniques

The tendency to over-lecture
Poor use of bulletin-board space
Ineffective use of blackboard
Untidy maps
A wooden or slavish use of current events paper
Failure to provide for studying the next day's assignment
Poor seating arrangements
No "change of pace" in classroom motivation
Failure of teacher to precede pupils out of classroom

High School Driver Education

MRS. HELEN KNANDEL

IN more and more places, high-school administrators are facing up to the insistent educational needs of beginning youthful drivers. The chief state school officers of all forty-eight states express concern that high-quality, high-school driver education courses be a regular and respected part of every teenager's educational opportunity. The facts bear out the wisdom of their concern.

Every year, some 2 million young high-school pupils come of driver licensing age. Straightway, at least one million of them lightheartedly secure driver licenses, take joyfully to seats behind steering wheels, and confidently enter the hectic streams of modern traffic. In short order, practically all of the other million also become drivers and take on the deadly serious responsibility of trying to maneuver powerful, speedy motorized vehicles over ever-shrinking shares of street and highway space. Is either million ready for the task? Can new, young drivers feel so confident? Should they be so joyful on being licensed, considering the tragic prospects that may await them? Have they been educated for this almost inevitable responsibility? Can they be made more ready? How many of these 2 million annual driver candidates will have had adequate high-school driver education courses? How many will have lacked even the opportunity? To such questions as these, public education owes the answers.

High-school driver education has made great strides in a relatively short time, having set something of a record in its rate of inclusion as a new subject in the curriculum. But, in spite of this, only about one fifth of the high schools in this country will this year offer complete, credit-bearing courses with a full quota of classroom work and practice driving in dual-control cars under the supervision of teachers adequately prepared to give the specialized instruction. Only about one eighth of those pupils who normally begin to drive at or near the licensing ages in their own states will receive the benefit of this systematic preparation.

The picture is clearer if we break it down. Of every 100 youths of immediate licensing age, about 50 will drive at once. Of this 50, only 12 will have had driver education courses complete with adequate classroom instruction and practice driving. It is then simple arithmetic to determine that, out on the road this year, 38 out of every 50 new young drivers you will meet will have only a "lick and a promise" of preparation. Those 38 new young drivers will constitute, through

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no fault of their own, a needless degree of traffic hazard to themselves and to all of us.

"Needless," we say. And that brings us to the question of whether these young drivers can be made more ready for their responsibilities. Who can say exactly what "ready to drive" may mean? No one who realizes the complexities involved in car, road and driver, and in all the angles of the driver's information, skills, habits, and attitudes would venture an arbitrary answer. But we do know that good high-school courses in driver education produce an improved readiness to drive. They produce, we might say, a better *drivership*—one which reduces the degree of hazard which every "half-baked" driver, young or old, always constitutes.

All the studies made to date have indicated that this is true. Young drivers trained in good courses come up with far better safety records than drivers with no such courses, and every individual record counts when you want to change the ugly faces of traffic accident charts.

Young teenage drivers *can* be good drivers—much better than many grown-ups now believe. Like adults, they differ driver by driver. Some are good; some are poor. They should not be condemned as a group.

Better age-group accident records are being set up in several states, and we shall soon have clearer accident and violation pictures of the teenage *versus* the older driver and of the trained *versus* the untrained youth. Some studies are already revealing that it is not the teenage group but the group in the early twenties that tends to produce the worst records for violations, accidents, and fatalities on the road.

Teenagers are quick at acquiring driving skills. What they need most of all is the help that a sound high-school course can best give them in forming proper driver attitudes, in acquiring good driving judgment, and in maturing in relation to their social responsibilities. It may well be that it is only when his education has failed him, somewhere along the line, that the teenager stages a picture of wild, dangerous immaturity behind the wheel. It would seem worthwhile to spend the estimated annual sum, equal to only two per cent of the annual cost of U. S. traffic accidents, in order to add this essential training to the education of every high-school pupil.

Of course, to the educator, the question *perforce* becomes a fundamental one. What belongs to the province of public education? American public education determines its province and its goals by examining the everyday activities of the masses of its people. It can never rightly be rigid. It is compulsory and tax-supported, and the sharpest tool of a democracy. Its curriculums must be dynamic and always subject to change. It cannot afford to overlook the common, everyday, pressing needs of American youth. The more homely and common the activity and occupation, the surer its suitability for the public school curriculum and the greater the need for a teacher approach that reflects a high order of professional and specialized preparation.

Driving automobiles, for business and for pleasure, is today a common activity of over 60 million Americans, well over one half of the population of adults. The development of the internal combustion engine and the modern factory production line sounded the end of an educational curriculum geared solely to a premotorized society.

No one will argue in favor of the "thinking" of the high-school pupil's educational fare. It is as desirable as ever to rear new generations of citizens who are literate, cultured, and sensitive to our best democratic ideals. School administrators must soundly guard these aims. But it is too late to achieve these high objectives in the education of the dead victims of last night's traffic crashes. The survival value of practical traffic safety education needs attention and emphasis.

So we could turn again to some practical questions: Do you have driver education in your high school? Is the course, as given in your school, worthy of your pride and of its serious intent? Is it a complete course, on a full semester basis, offering adequate classroom instruction and practice driving? Is the teacher interested and well-prepared? Is the course available to every pupil, so that he can take it just *before* he is old enough to secure a driver's license? Does it produce young drivers of sound skills, adequate knowledge, reliable driving habits, and the kind of sportsmanlike attitudes toward driving that command respect?

When all the high schools take care of this practical, modern educational need, they will pour out onto the streets and highways a veritable flood of new drivers who, all their lives, will be better safety bets because of the simple fact that they will be trained for a common activity as they should be trained.



Practicing how to park in a high-school driver education course

Leave Them Some Badge of Honor

JOHN CARR DUFF

IN practically all colleges the entering freshman is asked not to wear any of the pins, letters, or other awards that he has won in high school. (Sometimes he is not "asked"—he is *told*, and with a special kind of rudeness designed to impress him with the imperative nature of the order.) This tradition is probably most strictly observed in the campus colleges. The rule against the wearing or display of any high-school emblems probably evolved out of the desire of the collegians to inculcate the entering student as promptly as possible with an overwhelming sense of loyalty to the college he is attending. Such loyalty must be one hundred per cent, and any lingering loyalty to the prep school or the high school from which the student was recently graduated must be eliminated, root and branch.

But loyalty to one's high school is not easily thrown off, and pride in one's own accomplishments in the high-school community that recognized them is not only natural but important. Under duress, the entering freshman will conceal the emblems of his recent personal triumphs, but he is not likely to change his loyalties immediately.

In the admissions office of most colleges, there is a very active interest in the high-school accomplishments of students who apply for entrance to the college. Almost without exception, the application forms contain a section in which the student must list the activities in which he has engaged, the leadership positions he has held, the special extraclass achievements he has to his credit in his school and his community.

Perhaps there are some colleges where the entering freshmen are encouraged to identify themselves in terms of their latest loyalties and their most tangibly recognized accomplishments. There are freshmen who wear their letters earned in high-school athletics—a blazing "G," a towering "T," a scrambled monogram that might be unscrambled to read "U H S." Certainly they wear the keys they have won for chorus, the charms and pins and bangles they were awarded for distinguished service in the various school activities and organizations through which they learned a part of what they need to know about being social animals, young men and young women with both willingness and skills to serve some well-considered group purposes.

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A college would do well to allow the entering freshman a few months during which he could be proud of himself for what he has done in high school, and proud of his high school for what it has done for him. If college spirit is important, it is not more important than the spirit of the young men and women who go to college. To strip them of their pins and letters is patently poor psychology, for these are the emblems of status as well as of achievement. When the young collegian has got status for himself in the organizations he will join on the campus—that is soon enough to expect him to put away his high-school emblems.

Of course, there are some entering freshmen who have no high-school loyalties and no high-school achievements, tangible or otherwise. They lose nothing by the general practice of forbidding high-school emblems; if anything, they gain. They are the independent spirits who did not play on high-school teams or did not exert themselves in behalf of any group purposes while they were high-school students.

Some of the entering freshmen are scions of families whose very names identify them as no high-school emblems could do. But they are not asked to change their names when they enter college. They are not given numbers as convicts are given numbers. They are only asked to discard their high-school pins and letters.

College administrators and others who control the use of college practices might be interested in how the United States Army has utilized the old loyalties of soldiers who served in the Second War. The divisional patch was one of the emblems that most soldiers invested with meaning. The men who wore the patch of the combat divisions during the last war are now, in most divisions, permitted to wear on their right shoulder the patch they wore with their old division, while on their left shoulder they wear the insignia of the division to which they are currently assigned.

General Douglas MacArthur wore the rainbow emblem of the division that he commanded in World War I for many years after he had been promoted to a higher command. Field Marshal Montgomery still wears on his well-known tam-o'-shanter the emblems of units with which he was proud to serve many years ago.

It is a mistake to attempt to impose new loyalties on a man overnight. It is a gross error to treat with disdain or even with indifference the emblems that represent, in the case of a college student, his personal honor and his pride in his own achievement.

The college officials who are aware of the dynamics of human loyalties are intensely aware that nothing that a student experiences on the campus is really "extracurricular." Hazing has been very much toned down or eliminated entirely on most campuses. The wise college deans do not turn the entering freshman over to the sophomores for a brutal processing. Instead, they have an orientation program, well planned and well staffed, by which the new student is not

only permitted to retain some of his pride and dignity but is also encouraged to become a self-respecting, honorable member of an institution that is worthy of his interest and will ultimately claim his enthusiastic loyalty.

It would be very politic for college officials to review the practice regarding high-school emblems. It might very well be that careful consideration by college educators and student leaders would bring about such a reversal of practice as is recommended here. The high-school principals and high-school deans of students would be pleased and surprised to read in the "instructions to entering freshmen" such a statement as this:

The entering freshman is encouraged to bring to college with him and to wear on the campus the emblems and insignia of the high school or preparatory school from which he has been graduated. This college is an outstanding institution because it selects its entering students from outstanding high schools and preparatory schools, and we are glad to see on the campus freshmen who wear the athletic letters and other emblems they have been awarded as tokens of their services to their schools. We want more of the students who were high-school leaders, and when you come to college we shall be glad to get acquainted with you as one of the applicants selected because of recognized leadership qualities demonstrated in the school whose colors you may wear with pride.

DO YOU NEED HELP WITH CRITICS OF EDUCATION

NUMEROUS requests have come to our national office concerning national groups that have been making destructive criticism of public education. The interest seems to be so widespread that we are co-operating in making available to our members an information kit concerning such criticisms. The kit was prepared for us and three other departments of the NEA by the NEA Commission for the Defense of Democracy through Education. The kit contains approximately 25 items, including such material as "Scarsdale's Battle of the Books" by Robert Shaplen; "The Public School Crisis" in six American cities, reprinted from *The Saturday Review of Literature*; "A Policy to Preserve Free Public Education" from the *Harvard Educational Review*; "Lobbyists and Educators" from the *Antioch Review*; and the American Legion's constructive proposal for evaluation of instructional materials.

The price of the kit is \$1.50. Copies may be ordered through the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Scouting and the Schools of New Mexico

TRAVIS STOVALL

SCOUTING and schools have been allies from the very beginning of Scouting due to the fact that schoolmen are the type who are devoted to the welfare of youth. This is not a discussion to you on trying to sell you the program of character building, of trying to induce each of you to serve as a Scoutmaster, or to become a committeeman of some Troop—this is merely to ask for a receptive ear and heart from each secondary-school principal for the development of the Scouting program. Approval from each principal in the community indicates your endorsement to the boys who are of Scout age as well as the influence you may carry in the community.

A second matter of importance is that of stressing leadership among the men of the faculty, as volunteer leadership is necessary for the maintenance of the program. There is a necessity for the Scouting program as it is the link that connects the church, home, and school. If Scouting were not available there might be other programs which would be of a detriment to the boys. New Mexico is a natural spot for Scouting with its lakes, mountains, streams, and vast space. Yet the trend in our state is for more people to move from the rural area to the city. Thus our open space becomes more important to the youth of the cities.

New Mexico has three Councils with 13 professionally trained men to carry on the functions of Scouting—the Yucca Council with headquarters at El Paso; the Northern New Mexico Council with headquarters at Albuquerque; and the Eastern New Mexico Council with headquarters at Roswell. The Scouting membership fee is the same as when it was organized—50 cents per boy. You have wonderful support from the Elks, Lions, Kiwanis, P.T.A., Rotary, and other sponsoring groups. As a secondary-school principal you are the co-ordinator in many of the following items:

1. Securing adequately trained leadership
2. Making available your system for announcements to the eligible boys
3. Assisting in making a Scout survey
4. Providing a school building for a meeting place
5. Serving in an advisory capacity to the District and Council staff
6. Giving your moral and personal support

New Mexico has many Scout honors of which she can and should be adequately proud. One of these honors is that of Camp Philmont. During the sum-

Travis Stovall is Principal of the Artesia High School, Artesia, New Mexico, and is Vice President of the New Mexico Education Association. This address is printed here as an example of the interest shown by a state. It is particularly important at this time when Scouting will be observing its 43rd anniversary, February 7-14, 1953.

mer of 1952 the facilities of Camp Philmont were used for the training of 8,000 Scouts and 2,000 adults in leadership. Philmont is for leadership training and development. It is in our own backyard and school men should be aware of the benefits and opportunities which it offers for the youth of the state.

Today there are over 2,000,000 Scouts, 750,000 volunteer Scouters, and 2,500 professional Scouters in the United States. In the Navajo Country of New Mexico there are 1,000 Cubs and Scouts. This program is preparing these boys as future self-supporting citizens of New Mexico so that they will not be wards of the Federal government.

In the 1952 May issue of the *School Executive* is an editorial, entitled "As I See It," by Walter D. Cocking which expresses the sentiment of many school administrators. Dr. Cocking states "that parents never worry about the objectives of the Boy Scout program and are pleased when their sons become members." He further states that more Scout Troops are sponsored by schools and parent-teachers groups than any other agencies. The total number of Troops sponsored by schools were 14,362. The article points out that Scouting has one fundamental purpose, that of building better boys and men. This is the primary purpose of the schools. In the *Nation's Schools*, August issue of 1950, is an article describing the Scouting program of the public schools of Austin, Texas. Several years ago, the Austin School Board passed a resolution officially sponsoring Scouting and Cubbing in the public schools.

There are many bulletins from the Local Council Offices on scouting in the school. Some of these are:

1. Future Farmers and the Boy Scouts.
2. Scouting is for Country boys.
3. Scouting in Rural Schools.
4. Our Town U.S.A. and What Its People Say About Scouting.

Scouting is a program of action, one which appeals to the rural boy as well as the city boy. Racial barriers and religious views are not a stumbling block for Scouting. As a secondary-school principal you must use your influence for each organization that stands for the building of a better America. You are an important key in the community and your influence is a definite positive force—let Scouting be a part of this influence.

Last Call for the Great Convention

OF THE

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Hotel Statler

Los Angeles, California

February 21-24, 1953

How Can the Enrollment in Home Economics Be Increased?

JANETT LEHERMAN SCHUSKY

HOME economics teachers are very concerned over the decreasing enrollments in their classes. They realize how very much Home Economics contributes to the aims of education; namely, worthy home membership, use of leisure time, use of fundamental processes, health, citizenship, ethical character, and vocational efficiency. Unfortunately, their concern alone won't solve this problem. They need the backing and co-operation of their superintendents and principals.

Many administrators are aware of the need for boosting home economics enrollments. They are willing to co-operate, but they are rather hesitant about starting any definite program or plan for action. They haven't been "sold" on home economics. They still don't see exactly why it is needed by the pupils in *their* schools. Therefore, before we can make any head-way toward solving this problem, those of us now in home economics must "sell" ourselves and our profession to the administrators in our communities. We must show them the values to be derived from home economics education—for instance, how classes in family relations prepare students for worthy home membership and citizenship; how classes in foods and nutrition help them to select or to cook and serve nutritious, well-balanced meals; how clothing courses teach them to dress better for less money; how classes in child care prepare adolescents to earn money as more able, efficient "baby-sitters"; and how textile and applied art courses help young people to select better fabrics and more artistic home furnishings. Also, by being good home economists ourselves and taking an active part in community life, we can show our superintendents and principals that home economists are better equipped for life today than most other people who haven't had any home economics education.

Once superintendents and principals believe in home economics themselves, they can do a great deal to help increase home economics

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enrollments. First, they can select *good* home economics teachers that are capable of stimulating interest in home economics and of holding it. Second, they can plan school curricula which include home economics courses and still meet college entrance requirements. Third, they can provide home economics departments which will draw students *into* home economics classes. Let us consider in turn how they can accomplish these three aims which have such a vital bearing on the future of the young people in our schools and on the home economics profession itself.

SUGGESTED PROCEDURES

First, what about the *home economics teachers*? Superintendents and principals usually select the home economics teachers for their schools and determine whether they are worthy of remaining in their systems and receiving tenure. In doing this they should evaluate these teachers carefully on the following vital qualifications: Are they bubbling over with personality? Are they progressive and alert? Are they always well-groomed? Do they voluntarily participate in school functions and extracurricular activities? Do their personalities invite students into their classes? Are they assets to the school and community?

Of course, administrators arrive at different conclusions. Although they employ the best possible teachers within their budgets, they realize that they have to work with teachers to know them. What happens to those teachers who haven't lived up to their expectations? Are they granted tenure even though they don't deserve it? Or, are they released before they can enter the "tenure" ranks?

The right teacher is very important. Home economics teachers get to know their pupils better than most other classroom teachers because of the type of instruction and size of their classes. The personalized teaching method required in home economics laboratory classes makes groups of more than twelve or fifteen students undesirable. But, since classes numbering 20 or 30 students are most common in junior and senior high schools, home economics teachers must be outstanding people. They must be full of energy, stable, patient, pleasant, cheerful, and possessed with a sense of humor. They must also be good organizers and excellent disciplinarians.

There are other factors, however, which enter into the effectiveness of teachers, especially in the home economics field; namely, age, marital status, teaching loads, extracurricular duties, and attitudes of other teachers, particularly student advisers, toward them. Administrators must think of these angles, also since, they are directly or

indirectly responsible for the quality of work and the degree of success their home economics teachers attain.

Some administrators set age limits on the teachers they will consider. Students usually like young teachers, and recent college graduates may be excellent choices for home economics teachers. These recent graduates obviously must possess a certain degree of maturity and judgment, be enthusiastic, alert and open to suggested methods and ideas, full of pep and personality. They must be attractive. With ample supervision and guidance, they can do much to build up a department. Unfortunately, few schools have supervisors for this purpose, and principals don't have time to give them guidance. As a result, these teachers often flounder around while they are learning how to meet different difficult situations. Many superintendents and principals have discovered that vitality and personality are much more important than age; thus, they prefer to select an experienced, active, alert older person. This kind of teacher will often *do more* for the youth in the community than the very recent college graduate. She is often a more interesting and understanding teacher.

Although the shortage of teachers has been responsible for the retraction of the ruling in some cities in regard to the marital status of teachers—namely, that barring married women—some superintendents and principals still abide by it. This is unfortunate, for in home economics courses especially, married teachers give a certain amount of realism to their teaching. If they are not divorced or if they have no dependent children at home, they are often very stable teachers. They willingly give more of their time and effort than some of the unmarried teachers who are marking time until they are married, and who are often more interested in the "single" men on the faculty than in their work.

All administrators should examine the teaching loads and extracurricular duties of their home economics teachers. Do these teachers have time to get to know the other teachers in their community and to participate in community activities? What have they, as administrators, assigned to them? Frequently they "throw" many extracurricular responsibilities at them. The home economics classes must make costumes for plays and operettas, repair uniforms for the basketball and football teams, give banquets for the teams at the close of the seasons, give teas and serve refreshments at all-school functions. Often these assignments are too difficult for their classes, or interfere with the regular program of work; consequently, the teachers have to do most of the work on the projects themselves. They have to work many hours after school, or evenings when other teachers are not working. Is this right? Are they given added remuneration or salaries in keeping with

all these extra duties and responsibilities? Does anyone even bother to say "Thank you"?

The attitude of other faculty members toward home economics is a final factor to be considered in the effectiveness of instruction in this field. Too often the interested, bright, personable students have been routed *from* not *to* home economics by student advisers with only one thought in mind—academic college preparatory courses and corresponding college material. Unfortunately, these advisers still often regard home economics as cooking and sewing and reserve it for the slow, retarded pupils. Home economics, however, is unique because, according to Spafford, "It is concerned with family living. It unifies knowledge from many fields in solving personal and home-life problems. It personalizes instruction. It emphasizes acquiring techniques and skills of living."¹ Why, then, should courses which offer so much toward successful, happy lives be recommended or directed only to girls and, moreover, only to those of low intelligence and general low ability? Principals and student advisers should interest many of their present honor and so-called "400" group of students in taking home economics courses with a view to becoming home economics teachers or business home economists.

Here, definitely, administrators hold a key position. Believing in home economics themselves, they can select for student advisers teachers who are unbiased, who understand the outstanding qualifications needed by home economists, and who *can* and *will* direct interested and bright students into home economics. They can, furthermore, bring well-known home economists into their schools or Parent-Teacher Association meetings to show the wide range of home economics and the fascinating careers open to home economists today. They can, in other words, help publicize home economics.

After having secured the right teachers for home economics classes and carefully considered the factors involved in their success, administrators can take the *second* step forward, one which depends entirely upon their position: *the setting up of high-school curricula meeting college entrance requirements which include some home economics courses.* These courses need not necessarily be two-hour laboratory courses in foods and clothing. Food economics, clothing selection, management of time and money, manners and etiquette, child care, and family relations can be presented in an interesting and dramatic way in one-hour periods and not necessitate upsetting all-school programs.

¹Spafford, Ivor. *Fundamentals in Teaching Home Economics*. New York: John Wiley & Sons, Inc. Second Edition, 1942, page 2.

While planning school programs, administrators should remember, too, that adolescents do not like to be segregated; they want to be in classes together. Boys should be given the opportunity and *should be urged* to take some home economics courses with the girls. These courses should be renamed, if necessary, and carefully planned. They should involve definite problems and discussions of interest to both sexes; such as, how to be well-groomed at all times; manners on dates, in a car, at the movies, in a restaurant, or on a picnic; responsibilities of the baby-sitter; or how to manage on an allowance.

Another reason for opening home economics classes to boys and young men is that they may choose their life careers from the field of home economics. Foods and food-related careers such as food supervisors, chefs, or managers of club restaurants, tea-rooms, and dining rooms are excellent. All of us must eat to live; thus, young men and women should be encouraged to enter this field which offers them security even in periods of economic depression. Many food manufacturers and processors are employing young men as food chemists. Recent advances in the textile industry have resulted in the employment of more young men and women than formerly. Exposure to and participation in home economics in high school may consequently be the beginning of a worth-while life interest and a career for some boy or girl. Superintendents and principals can encourage such interest by establishing joint home economics classes in their schools.

The *third* way in which the administrator's position is important in increasing the home economics enrollment is *as adviser in determining the physical set-up of the school*. Much of the success of home economics laboratory classes in foods, clothing, household equipment, and grooming depends on the available space and the careful selection, amount, and arrangement of equipment. The selection should be made by experienced home economics teachers whenever possible. They should also have something to say about the amount of equipment and arrangement of the laboratories. In some school systems, all the buying is done by the general school purchasing agent. He may or may not understand what the exact needs of the home economics department are; thus, it is most desirable to have the teachers work with him in selecting equipment, whether under consignment or outright purchase. This will serve a two-fold purpose: it will give the teachers exactly what they need or want, and it will give them a sense of "ownership." They will take more pride in their department.

Well-equipped and well-arranged departments should be attractive in color and other furnishings, too. A department with all modern, well-kept equipment can be a show place in a school; it can become

the hub of social gatherings and a place in which all students will want to take at least one course.

If schools have departments such as described above, superintendents and principals who sincerely believe in home economics, progressive teachers genuinely interested in students and their futures, and curricula which include home economics courses and meet college entrance requirements, home economics should be one of the most popular and important curriculum offerings. Is it?

If not, it's up to us as home economics teachers and to our administrators to face the issue squarely. The latter should evaluate us as teachers and those persons selected as student advisers, discharge those of us who aren't helping the students and schools, or, if tenure prevails, engage supervisors who will take us in tow and get us "in line." As administrators, they should study the curricula offered in their schools and eliminate the fill-in offerings in favor of some home economics courses that will have a vital bearing on the students' lives. Lastly, they should take a personal interest in their home economics departments and allow reasonable budgets to permit them to set patterns, standards, and goals for the homes in their communities. As teachers, we must meet the high standards demanded by our profession or be content to go into other fields for which we may be better fitted by temperament and ability.

With such interest and co-operation, home economics can go far toward becoming the most popular and valuable part of the school curriculum. Enrollments will start to increase, departments will boom, and those of us who have been working hard toward this end will begin to see, with great satisfaction, the fruits of all our efforts.

SOCIAL SECURITY OR RETIREMENT FOR TEACHERS?—An abstract of doctoral research completed last year under the sponsorship of Dr. Paul S. Lomax of New York University by Ivan D. Calton, Professor of Commerce is on a subject of national interest to teachers. Dr. Calton stated in his findings: "By the time a system of independent group coverage of Missouri public school teachers would have operated to the year 2,000, its cost would be higher than the cost estimates of Old-Age and Survivors Insurance. In the year 2,000, the cost of independent group coverage of Missouri public school teachers would be 10.38 per cent of the earnings of Missouri public school teachers. For the year 2,000, the intermediate-cost estimate of Old-Age and Survivors Insurance is 7.87 per cent of earnings of persons covered by Old-Age and Survivors Insurance. The difference between the cost of independent group coverage for Missouri public school teachers and the intermediate-cost estimate of Old-Age and Survivors Insurance is 2.51 per cent of earnings. This difference, when applied to the estimated earnings of Missouri public school teachers in the year 2,000, is \$1,293,254.18." He concluded: "From the standpoint of cost to Missouri public school teachers, their insurable retirement and survivor risks could be covered by Old-Age and Survivors Insurance for a lower cost than by independent group coverage of a similar system for Missouri public school teachers only."

The Place of Athletics in the Schools of Pennsylvania

SCHOOL leaders are represented as ringmasters of the *circus maximus* and their "standards of integrity have been permitted to disintegrate alarmingly." Schools have become entertainment bureaus for parents, clubs, and communities. "Big money" has bored into high-school athletics and fictional purity of athletes and subsidization of coaches and staff salaries out of earnings have resulted. Academic privilege has been accorded the "aristocracy of brawn" which is not accorded the regular student of the school. If the school is a democratic institution in the real meaning of that term, the supervising principals felt there need be a study of the place of athletics in our schools with the hope that the whole purpose of sports would be benefited by the results.

The committee charged with the challenge "to serve the best interests of boys and girls in Pennsylvania and improve their educational opportunity" met to discuss their plans. It was agreed that the committee should not theorize about sports activities; that we should assure administrators that there is no desire to eliminate sports. The committee had no preconceived prejudice, plan, or purpose. It felt the need for more information from schoolmen, board members, general staff, and the public. It recognized that there is public concern about sports due to West Point, the Garden incidents, and interschool problems which had developed in some communities in Pennsylvania. To secure information quickly from those vitally concerned, a relatively simple questionnaire was developed and sent to all supervising principals of the state, earlier all were sent copies of Mark N. Funk's remarks on "The Place of Athletics in the Public Schools of Pennsylvania."

The return of the questionnaires from the majority of districts having high schools is testimony to interest. The comments, indict-

This report was prepared by a committee of the Pennsylvania Supervising Principals Association. This committee was composed of Elmer A. Lissfelt, Upper Moreland Township Schools, Willow Grove, as chairman and the following members: Richard Bartholomew, Athens Boro Schools; Ralph Bluebaugh, Chartiers Township Schools, Washington; Frank Shields, Cresson Boys Schools; and Donald C. Thompson, Albion Joint Schools.

ments, and suspicions are illuminating, and important to the expansion of a wholesome program of school activities. The committee felt that if desirable outcomes are to be attained the administrator must exhibit the leadership necessary. If education has a responsibility comparable to the Church and other great social institutions, the administrator must have the perception to implement a program beneficial to boys and girls. "Any school activity, curricular or extracurricular," says Mr. Funk, "must be tested against the principle of whether it contributes to the education of boys and girls. Inter-scholastic athletics must have an educational objective if they are to be part of the school program." To identify our problems, to develop mutual understanding, to implement a program of scholastic sports of which Pennsylvania may continue to be proud has been the central thought of this committee.

Several problems faced it in the development of this study. The members of the committee were located too far apart for group work. Meetings were held at State College and Harrisburg to analyze the material and the remainder of the work was conducted by mail. The chairman, with the assistance of the Secretary, tried to keep the channels of information open. Another problem was to separate districts with high schools from those which had a six-grade or eight-grade program, or those which had the junior high school or a program to include grade ten. It was interested in the secondary program and the point of view expressed by the school staffs and officials. The number of questionnaires analyzed was three hundred and twenty (320) or a return from slightly over fifty per cent. While the checklist below is of interest, the comments written by all who answered have been very stimulating.

QUESTION 1. *Is the public demanding interscholastic sports for their entertainment?*

Board Members	63% Yes	37% No
All Teachers	67% "	33% "
Athletic Staff	67.5% "	32.5% "

One writer said "I don't resent the public's interest in athletics. Heaven knows, some people wouldn't know anything about schools if athletic programs didn't reach out into the community." Another said "Our athletic association is in debt for several thousand dollars and have mortgaged the future to pay for stadium lights and football equipment.... I am in favor of de-emphasis." Many want to "keep town pressure away from athletics," "to get rid of the personal activities of Booster Clubs," and "mandatory free admissions to all school ath-

letic contests." However, a board member wrote: "Schools should not hasten to disturb the useful programs they now have. Teen-age children greatly need emotional and physical outlets and are well served by wisely directed program of intramural and interscholastic athletics." Sports writers do not escape criticism. They are classified as "the greatest detriment" and "untrained people (so far as the principles of education are concerned) that excite the public to mass hysteria and put public pressure on this phase of our educational program." When sports activities are conducted for the spectator, "big money," or "advertisement of the town," the welfare of boys and girls is forgotten. Many schoolmen want the parents of pupils to continue their interest in sports but would like the same interest shown in plays, musicals, debates, and the other curricular as well as extra-curricular activities of education.

QUESTION 2. *What would be the attitude of the public to a complete intramural program?*

Board Members	31% would approve	69% would not
All Teachers	43% " "	57% " "
Athletic Staff	30% " "	70% " "

The public had never thought about the need for an exclusive intramural program. The public knew of the interscholastic program because of sports writers, newscasters, campaigns for sales by the schools, and their pupils but had not been made aware of the intramural needs. "We feel that many of our people would be disappointed if inter-scholastic sports were discontinued." "Institute a true intramural sports program; assuring all an opportunity to become participants and not sitters." "Increase the personnel and the physical facilities so that more students, especially girls, may engage in sports." These comments and others indicate no rejection of intramural or interscholastic sports but the need for increased variety of activities with increased staff, lengthened school day, and facilities out of doors and indoors. Build a philosophy of physical education for boys and girls to meet their needs of age, physical requirements, and emotional growth in the high school. Support from the tax paying public will follow when parents know and are convinced of the values of the intramural program to the development of their children.

QUESTION 3. *What would be the reaction to staging athletic contests during the school day?*

Board Members	24% would approve	76% would not
All Teachers	30% " "	70% " "
Athletic Staff	45% " "	55% " "

Many notes rejected the imposition of or the "preferred status" of sports activities into the regular school day. One coach said: "The program of athletics should not be emphasized beyond the program of studies as is the tendency in our school." Another school wrote: "Many of our games catch the last period of the day, and run an hour or so after school. The teachers and some parents object to athletes missing work in academic subjects.... Our neighbors tell us we have an ideal set up." This school plays no Saturday games, night games, nor does it charge admission to its sports activities. The school district completely finances their program including payment of officials. However, this "would be a definite break away from the current heavy emphasis on night games for football and basketball and the general carnival spirit which attracts the public to sports activities." Could this mean the heavy investment in stadiums, lights, and equipment must be financed by commercial activity? Many felt this was stretching the meaning of education beyond its original intention.

QUESTION 4. *What would be the community reaction to a completely school-district financed program of interscholastic sports (No admission charged)?*

Board Members	26% would approve	74% would not
All Teachers	45% " "	55% " "
Athletic Staff	60% " "	40% " "

Evidence is rather conclusive that the board of school directors do not want to finance sports activities from public funds. Some districts have done this and it has not cut interest, attendance, or enthusiasm. "All games are free," said one principal, "day or night and have been for over ten years. Our athletic program is strictly under school administration. All supplies and equipment are provided in the regular school budget." "It (athletic program) should be under the control of the board and administration as completely as any phase of the school program," added another schoolman. Teachers, coaches, and staff feel the burden of the commercial enterprise which they must develop to pay the costs of a sports program. Their time, their energies, and their activities must be patterned to fit the demands of public attractions. One athletic director said: "We cannot expect the coach who comes to school in the morning at eight o'clock or nine o'clock when other teachers come, who teaches a full schedule, and who then spends four or five hours after school at coaching to do a good job of teaching in the classroom. Somewhere along the line his work is going to suffer. It is not going to be football, if he can help it.... If he is

tired in history class, he can give the kids a study period." A supervising principal wrote: "...there comes to be self-imposed pressures which it seems difficult to escape...pressures to do things in a bigger way, and in general surpass the other school groups with which we are competing." This is true of cheerleaders, majorettes, and bands as well as the teams on the field or in the gymnasium. Yet one said: "My school board and staff feel this is not a proper questionnaire to be answered by them...any information such as the above that would be published would be used as a possible detrimental source. School directors and secondary-school staff do not know enough about sports in Pennsylvania to pass judgement (sic)". It would be well for all concerned to review the educational program of the school. This is in spite of the fact that the interest in financial responsibility for athletics is in inverse ratio to the real financial liability for them. For boards to say athletics must pay their way is to attempt to deny their belief in the real educational objectives in interscholastic sports and escape their responsibilities.

QUESTION 5. *What would your community reaction be to the elimination of post-season play-off games and contests?*

Board Members	62%	would approve	38%	would not
All Teachers	65.6%	" "	34.4%	" "
Athletic Staff	63%	" "	37%	" "

There is tremendous evidence here that the official group felt that when the season is over, "let's put away the uniforms and forget it until next year." When schools "subject immature boys to engage in excessively long seasons, they are doing it generally for money." The excessive pressure formented "by sports writers, Booster clubs, and alumni over-emphasize the importance of the activity." One coach said: "Athletics should be a builder of bodies of youth, not a wearing out process." "I would make the comment, however, that athletics have grown in scope of program, number participating, and general emphasis to the place where we find that the operation of a program in a small school such as ours has come to occupy what we would conceive to be a disproportionate amount of time of the administration and the coaches," wrote an administrator. An athletic director said: "We would all be happy if *all* post-season games could be discontinued. We include in "all" basketball contests, service club tournaments, and the like." Because of concentration on winning, on sports for athletes, and interscholastic championships, a high-school principal suggested: "Every pupil should be required to have a place in the intramural sports program in accordance with age, size, personal inter-

ests, knowledge required, conditions of health, *etc.* Emphasis should be upon physical development, good sportsmanship, good health habits, respect for others, moral and spiritual progress, good citizenship." Out of this program conducted by an adequate staff develops the interscholastic season as a culminating program among neighboring schools. Many raise the question, "Why do we have interscholastic sports if they are not for the boys and girls?"

The suggestions added to the returns of the questionnaires center around five questions. How can a school set up a program of sports and physical education fundamental to the needs, interests, and desires of boys and girls who are to participate? How can a school develop an intramural program which will provide for the culminating interscholastic activities? With the development of big stadiums and high-priced spectacles, how can schools eliminate "big money" from the high-school scene? If sports are for the development of boys and girls as citizens, why can we not eliminate the exploitation of children and the educational program? How can the board of education be persuaded to finance the program of athletics? Many questions, as implied above, relate to time for program, adequate and trained personnel and money to support the program. Are these not the same items which are vital to the whole program of public education?

The supervising principals have indicated that they recognize that the program of athletics in Pennsylvania is tied to the total program of public education. They recognize that all activities can be no better than the personnel in administration, on the general staff, and, specifically, on the athletic staff. The community's attitudes are vital and effective administrative leadership is responsible for the wholesome development of sound principles and goals. The school is concerned with the total learning situation and sports are an attribute through which normal growth and development of boys and girls are promoted. If there has been a breakdown in moral standards in collegiate sports, we have no evidence that it has seriously affected the public school program. There is concern over the varied quality of educational opportunity in Pennsylvania. Physical education and sports activities—intramural and interscholastic—are part of this education and suffer accordingly. Activities must be developed for all the children of our schools and for their benefit. Administrators must not remain aloof; they must not abandon their responsibilities to athletic directors, alumni, boosters, or college coaches. The public needs to be made aware of the total athletic program—sportswriters, newscasters, parent teacher associations, and the school community should be brought into the planning.

There is need for positive planning on all levels of control. The Pennsylvania Interscholastic Athletic Association needs the support of its leadership as expressed in the Board of Control and Mark N. Funk, its executive secretary. The Department of Public Instruction is to be commended for its goals, but it should take the lead toward integrating the program of intramural and interscholastic sports in the commonwealth. The supervising principals should continue to work with existing agencies of control in district and state programs but need, most, to exhibit personal leadership in their particular areas of control. The purpose of activities for boys and girls should be forever uppermost in their minds. Sports are for the development of boys and girls, for their fun, education, and enjoyment—for their emotional and physical growth. Our major effort should be not more sports but more children in sports in Pennsylvania.

NEW OFFICIAL SPORTS GUIDES AND FILMSTRIPS.—New official sports guides have been revised and published by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation. These guides include: the Official Basketball Guide; the Official Field Hockey-LaCrosse Guide; the Official Individual Sports Guide, including archery, bowling, fencing, golf, and riding; the Official Soccer-Speedball Guide, the Official Tennis-Badminton Guide; the Official Basketball Rules for Girls and Women; and the Girls Athletic Association Handbook.

The association also is completing six filmstrips on the rules of girls basketball. These have been prepared under the technical direction of the National Section on Women's Athletics and will be available for distribution about the latter part of November. The filmstrips, planned for beginners, present general information and illustrate violations, personal and technical fouls, and refereeing. The filmstrips sell for \$24 and are available from the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington 6, D. C. The sports guides are available from the same address.

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Danville—Danville H. S. Lib.
Elizabethtown—Elizabethtown H. S. Lib.
Erlanger—Lloyd H. S. Lib.
Fern Creek—Fern Creek H. S. Lib.
Frankfort—Ky. State Col. Lib.
Gray's Knob—Hall H. S. Lib.
Lawrenceburg—Anderson H. S. Lib.
Lexington
 Athens Sch. Lib., Rt. 3
 Dunbar H. S. Lib., 349 N. Upper St.
 Col. of Educ. Lib., Univ. of Ky.
 Univ. of Ky. Lib.

Louisville—Belknap Campus Lib., Univ. of Louisville
Madisonville—Madisonville H. S. Lib.
Morehead
 Johnson Camden Lib., Morehead State Col.
 Morehead H. S. Lib.
Murray
 Murray State Col. Lib.
 Murray Trng. H. S. Lib., Murray State Col.
Paducah—Paducah Schs. Lib.
Richmond—Eastern Ky. State Col. Lib.
Somerset—Somerset H. S. Lib.
Valley Station—Valley H. S. Lib.

LOUISIANA

Baker—Baker H. S. Lib.
Baton Rouge
 Central H. S. Lib., Rt. 4
 Istrouma H. S. Lib., 38th St. and Winbourne Ave.
 Gen. Lib., Serials Div., La. State Univ.
 Southern Univ. Lib.
 Woodlawn H. S. Lib., Rt. 2
Bell City—Bell City H. S. Lib.
Brusly—Brusly H. S. Lib.
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Erath—Erath H. S. Lib.
Grambling
 Grambling Col. H. S. Lib.
 Grambling Col. Lib.
Haynesville—Haynesville H. S. Lib., Box 29
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Jena—Jena H. S. Lib.
Lake Charles—Lake Charles H. S. Lib.
Montgomery—Montgomery H. S. Lib.
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Natchitoches—Russell Lib., Northwestern State Col.
New Orleans
 Howard-Tilton Mem. Lib., Tulane Univ., Audubon
 Pl. and Freret St.
 Loyola Univ. Lib.
 Metairie Park Co. Day Sch. Lib., Park Rd. and Du-
 Plessis Ave.
 Orleans Parish Sch. Lib., 703 Carondelet St.
 L. E. Rabouin Voc. H. S. Lib.
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Rayville—Materials Lib. of Richland Parish
Shreveport
 Linwood Jr. H. S. Lib., 409 W. 70th St.
 St. John's H. S. Lib., 923 Jordan St.
Sulphur—Sulphur H. S. Lib.
Zachary—Zachary H. S. Lib.

MAINE

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Guilford—Piscataquis Comm. H. S. Lib.
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Houlton
 Hayes Lib., Ricker Col.
 Ricker Classical Inst. Lib.
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Millinocket—Stearns H. S. Lib.
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Orono—Univ. of Maine Lib.
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 Enoch Pratt Free Lib., Dept. of Educ., Philosophy,
 and Religion
 Enoch Pratt Free Lib., Periodicals Dept., 400 Cathedral
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 Johns Hopkins Univ. Lib.
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 Morgan State Col. Lib.
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 Mt. St. Joseph Col. Lib.
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Boonsboro—Boonsboro H. S. Lib.
Bowie
 Curric. Lab. Lib., State Tchrs. Col.
 State Tchrs. Col. Lib.
Cambridge—Crapo H. S. Lib., Somerset Ave.
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 Ave.
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 Allyn and Bacon Lib., 50 Beacon St.
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 Northeastern Univ. Lib., 360 Huntington Ave.
 Tchrs. Col. of Boston Lib., Huntington Ave.
Cambridge
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 Civic Educ. Project Lib., 5 Chauncy St.
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Deerfield—Deerfield Acad. Lib.
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Lynn
 Cobbet Jr. H. S. Lib., 498 Essex St.
 Eastern Jr. H. S. Lib., 19 Porter St.
 Pickering Jr. H. S. Lib., 56 Conomo Ave.
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Dimondale—Dimondale Schs. Lib.
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 Denfeld H. S. Lib., 44th Ave. W. and 4th St.
 Duluth Br. Lib., Univ. of Minn.
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 Ohio State Univ. Lib., Acquisitions Dept.
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Greenville—Greenville H. S. Lib.
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Lima
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SECRETARY—*Ward I. Fiedler*, Principal,
Central School, Warrensburg

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High School of Science, New York

SECRETARY—*Mrs. Mary C. Graham*, Principal,
Wadleigh High School, New York

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SECRETARY—*Irvin S. Hecht*, Principal, Junior
High School No. 240, Brooklyn

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SECRETARY—*Mrs. Mildred C. Pascale*, Principal,
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CO-ORDINATOR—*Myron E. Fabey*, Principal,
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PRESIDENT—*A. Willard Brokaw*, Principal,
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 CO-ORDINATOR—*Spencer M. Rice*, Principal, Senior High School, Spartanburg

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 SECRETARY—*G. W. Janke*, Principal, Senior High School, Mitchell
 CO-ORDINATOR—*R. A. Beck*, Principal, Washington High School, Sioux Falls

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PRESIDENT—*Edward B. Eller*, Principal, High School, Martin
 SECRETARY—*Howard Kirksey*, Head, Department of Education, Middle Tennessee State College, Murfreesboro
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 CO-ORDINATOR—*T. P. Baker*, Director of Instruction, Austin Public Schools, Austin

UTAH

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SECRETARY—*William P. Miller*, Assistant State Superintendent, State Department of Public Instruction, Salt Lake City

CO-ORDINATOR—*G. Harold Holt*, Principal, Davis High School, Kaysville

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 SECRETARY—*Joseph A. Wiggin*, Secretary, Vermont Education Association, Montpelier
 CO-ORDINATOR—*Ralph A. Eaton*, Principal, High School, Middlebury

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WHITE SCHOOLS

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 CO-ORDINATOR—*Woodrow W. Wilkerson*, Supervisor of Secondary Education, State Board of Education, Richmond

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 SECRETARY—*J. F. Banks*, Principal, Christiansburg Institute, Cambria

WASHINGTON

PRESIDENT—*Richard L. Hudson*, Principal, South Junior High School, Everett
 SECRETARY—*Lannes Parnell*, Principal, Morgan Junior High School, Ellensburg
 CO-ORDINATOR—*Lannes Parnell*, Principal, Morgan Junior High School, Ellensburg

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WHITE SCHOOLS

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 CO-ORDINATOR—*R. V. Brabam*, Principal, Lincoln Junior High School, Charleston

NEGRO SCHOOLS

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PRESIDENT—*James D. Logsdon*, Principal, High School, Shorewood
 SECRETARY—*Harold L. Pawkert*, Supervising Principal of Schs., Kohler
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WYOMING

PRESIDENT—*Marcus Caldwell*, Principal, Senior High School, Wheatland
 SECRETARY—*Lloyd D. Crane*, Principal, Senior High School, Cheyenne
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The Book Column

Professional Books

ANDERSON, I. H., and DEARBORN, W. F. *The Psychology of Teaching Reading*. New York 10: Ronald Press Co. 1952. 392 pp. \$4.75. This book is addressed to the problem of teaching children to read. It is primarily designed as a text for professional courses on the psychology and teaching of reading, but it should also be helpful to experienced teachers, who have completed their formal training, and to parents and others who wish to be enlightened on the subject of modern methods of teaching reading.

The results of recent investigations of child development are discussed at length because of the influence which these studies have exercised on school practice. The attention which has been given to the developmental aspects of reading amounts to a central theme. While thus stressing the importance of "growing into reading," the authors do not lose sight of the fact that it is with the *learning* processes of the child—motivational, emotional, and cognitive—that the teacher is quite as much concerned.

A great deal of space has been devoted to a review of eye-movement studies and short-exposure experiments. This research has thrown light on the fundamental nature of the reading process, and the results permit immediate classroom application. Other research, in more specialized areas, has been less extensively treated; e.g., the recent work on readability, format, typography, and illumination.

CLOUD, R. W. *Education in California: Leaders, Organizations, and Accomplishments of the First Hundred Years*. Stanford, Calif.: Stanford Univ. Press. 1952. 310 pp. \$6.00. This book is devoted to the development of the schools and colleges of California. The cause of education in California was close to the author's heart, and his career was marked by successful battles for teacher tenure, adequate support of public schools, retirement benefits. In this book he presents to the public the full record of the legislative fight for education in California that began when the Golden State first attained statehood, and a picture of the way that teachers have met the challenge of California's phenomenal growth in population.

He tells of the founding of public schools in San Francisco and Los Angeles, the beginnings and growth of the University of California and Stanford University, and many other interesting developments. He also traces the growth of California's educational system by discussing the administration of each state superintendent and outlining the many legal struggles and official acts that have marked California's progress in education. A special feature of this book is the "portrait gallery"—a rare collection of 45 photographs of important personalities in California education through the years.

General Education in School and College. A Committee Report by members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale. Cambridge 38, Mass.: Harvard Univ. Press. 1952. 142 pp. \$2.00. This book presents a plan for integrating the last two years of secondary school and the first two years of college—the four years when a candidate for the bachelor's degree gains most of his "general education." It is a report of a study sponsored by three schools—Andover, Exeter, and Lawrenceville—and three universities—Harvard, Princeton, and Yale. Although based, in the first instance, on the existing situation in these six institutions, the report deals with fundamental issues of education throughout the country; and its recommendations should stimulate wide discussion and constructive action. Of special interest is the study's concern with the superior, or potentially superior, student, now notably handicapped by failure to plan these four years as a coherent, effective whole.

GRAY, W. S., editor and compiler. *Improving Reading in All Curriculum Areas*. Chicago 37: Univ. of Chicago Press. 1952. 270 pp. \$3.25. This is the proceedings of the Fifteenth

Annual Conference on "Improving Reading in All Curriculum Areas." This challenging problem was selected in response to urgent appeals from hundreds of teachers and school officers for help in developing greater competence among pupils in the various reading and study activities in which they engage. During the past decade, the importance of this problem has become more and more widely recognized. Few reading problems are receiving as thorough study today as those concerned with the use of reading as an aid to learning.

The conference considered, first of all, the importance and challenge of the theme, the issues faced in improving reading in the various curriculum fields, and the steps involved in a school-wide attack on the problem. In subsequent general sessions, attention was centered on one after another of the major issues faced in efforts to promote growth in and through reading in all curriculum areas.

HARDING, L. W. *Anthology in Educology*. Dubuque, Iowa: William C. Brown Co. 1951. 94 pp. \$1.00. The first section of this anthology explains the origin of the term "educology" and sketches briefly the high points of the meeting in which the Association for Preservation of Humor in Educological Workers was organized and named. The second part is a compilation of 49 humorous poems on education.

HOLLINGSHEAD, B. S. *Who Should Go to College*. New York 27: Columbia Univ. Press. 1952. 208 pp. \$3.00. This appraisal of who in the United States deserves and who gets a college education shows that the means of selecting talent is not as fully effective as it should be. Our system of higher education, the author shows, does not now have the funds to develop effectively the human resources of the country. The author's study, conducted for the College Entrance Examination Board at the request of the Commission for Financing Higher Education, reveals surprising facts on the motivation of college attendance. His findings show that many honor students do not go to college, and that many who do go are not of college caliber. He estimates the number of pupils graduated from high school who go to college and the number that would go if they had the economic opportunity. The various reasons for their decisions are considered, and recommendations for discovering and financing worthy students are made.

HOUGH, L. H. *Great Humanists*. Nashville 2, Tenn.: Abingdon-Cokesbury Press, 810 Broadway. 1952. 220 pp. \$3.50. In this book, the author presents his philosophy of Christian humanism in studies of the lives, works, and influence of five great humanists. Exploring their minds as well as the events of their lives, he describes Aristotle, Cicero, Erasmus, Irving Babbitt, and Paul Elmer More, and details their unique and collective contributions to humanistic philosophy.

JORDAN, A. M. *Measurement in Education*. New York 36: McGraw-Hill Book Co. 1952. 345 pp. \$5.25. Contained in one volume are the history, construction, and fundamental principles of testing, combined with detailed descriptions of specific tests. The author defines the place of measuring instruments in the whole educative process in terms of three major areas: the definition of objectives, learning, and evaluation and appraisal.

Dealing directly with the problems of the teacher, guidance leader, and administrator, the book discusses measurement of achievement, intelligence, and personality. It shows how measurement greatly aids in providing more exact value judgments on progress toward defined goals and may influence both the processes of learning and the definition of goals.

The relation of measuring instruments to defined objectives is treated for both elementary and high school. Stress is laid on the measurement of understanding and on the importance of test validation over any other concept in construction. The measurements of understanding used are from the most recent trends and lead to clear interpretation.

Including both the construction and description of tests, the book uses numerous illustrations. New types of measurement which lead to proper emphasis of test construction, not yet commercially available, are discussed. It contains also the application of statistical interpretation where this may help, including T-scores and percentiles. Besides the usual tests,

there is attention to tests of fine arts and music, mechanical and clerical aptitudes, and physical education.

Recent advances in measuring for understanding achievement, critical consideration of personality inventories, and evaluation of tests by authorities in the *Third Mental Measurements Yearbook* are covered. Furthermore, the author considers newer tests and adaptation of social science concepts to measurement. There are problems and exercises at the end of each chapter, along with detailed lists of tests suitable for each level of instruction.

KINNEY, LUCIEN, and DRESDEN, KATHARINE, editors. *Better Learning Through Current Materials*. Stanford, Calif.: Stanford Univ. Press. 1952. 225 pp. \$3.00. This guide to the use of current materials in today's classrooms was first published in 1949. Through a collection of classroom "case studies," numerous examples of how to use current materials such as magazines, books, pamphlets, films, radio broadcasts, and telecasts in teaching are presented to the reader. All of these examples are taken from actual experiences, for the book incorporates the results of a workshop in the use of current materials in teaching—a workshop that proved so successful that it became the permanent California Council on Improvement of Instruction.

KNAPP, R. H., and GOODRICH, H. B. *Origins of American Scientists*. Chicago 37: Univ. of Chicago Press. 1952. 464 pp. \$7.50. The demand for highly trained scientists today is fast outstripping supply; our society faces a serious shortage of scientific personnel. As a first step toward remedying the situation, Wesleyan University and the Carnegie Corporation have sponsored a study inquiring into the educational origins of American scientists and into the circumstances which have led them to scientific careers.

In this book, the authors present the detailed results of their investigations into the educational backgrounds of American scientists. Using an index of the rate per thousand at which graduates of various institutions have continued to the doctorate level and ultimately to a listing in *American Men of Science*, they have revealed some surprising and challenging facts. Scientists, they demonstrate, are drawn from the "grass roots" of America, more frequently from nonindustrialized regions, more commonly from institutions of modest attendance costs, and more rarely from expensive eastern institutions. In a series of case studies they examine the historical development of scientific education in typical American colleges and explore methods of teaching and the personal qualities of distinguished teachers of science. Their study includes an assessment of the relative achievements of some 490 colleges and universities, based on the records of about eighteen thousand graduates and comprehensive case studies of twenty-two selected liberal arts colleges.

LANGDON, GRACE, and STOUT, I. W. *The Discipline of Well-Adjusted Children*. New York: John Day Co. 1952. 256 pp. \$3.75. The book grows out of the unique study first made public in *These Well-Adjusted Children*, by the same authors, and is bolstered by more than half again as many case studies as were reported in that book. To help define "discipline" and set it in perspective, the authors open with a survey of the changing trends in popular and professional thinking about discipline during the last seventy-five years. This survey is also a "first," and the changes it shows are dramatic, almost revolutionary. Later sections describe the family backgrounds of the children studied and explore their school life. But the body of the book consists of narration, in the parents' own words, of their experiences and views about discipline in all its aspects—selfishness, care of possessions, home duties, money, schedules, manners, obedience, punishment, emergencies, and more abstract matters such as initiative and responsibility, ethics, self-confidence, etc.

LOVEJOY, C. E. *Lovejoy's College Guide*. New York 20: Simon and Schuster. 1952. 252 pp. \$1.95. This is a reference book of 2,049 American colleges and universities for use by teachers, guidance counselors, parents, and students. It also includes descriptions of all junior and community colleges, independent professional schools, technical institutes. All these are listed alphabetically within each state. Part I contains seven chapters discussing

careers, costs, scholarship loans and part-time jobs, admissions, and selecting the school. Indexed.

MORSE, W. C.; BALLANTINE, F. A.; and DIXON, W. R. *Studies in the Psychology of Reading*. Ann Arbor: Univ. of Mich. Press, 2556 Administration Bldg. 1951. 288 pp. \$2.50. The studies reported in this volume constitute a part of a program of research on the psychology of reading being carried on in the School of Education at the University of Michigan. The study of Dr. Morse demonstrates that eye-movements in reading are more characteristic of the individual than of the difficulty of reading material. The article by Dr. Dixon presents new evidence on the reading habits of superior readers. The findings of Dr. Ballantine supplement and extend previous knowledge on growth changes in the eye-movements in reading. All of these studies are condensed from doctoral dissertations.

NATIONAL EDUCATION ASSOCIATION. *Proceedings of the Nineteenth Annual Meeting*. Vol. 90. Washington 6, D. C.: N. E. A. 1952. 448 pp. \$5.00. This is the published proceedings of the annual meeting of the National Education Association held in Detroit, Michigan, June 29-July 4, 1952. It contains the addresses given before the representative assembly, the minutes of the business meetings, reports from the departments of the N. E. A., the annual report of the N. E. A., and associational records and information including a list of the delegates.

National Society for the Study of Education, *Yearbook for 1953*. Chicago 37: The Society, 5835 Kimbark Ave. The fifty-second Yearbook comprises two volumes: Part I, *Adapting the Secondary-School Program to the Needs of Youth* (\$3.50); Part II, *The Community School* (\$3.50).

ORTON, R. M., editor. *Catalog of Reprints in Series*. New York 52: H. W. Wilson Co. 1952. 276 pp. \$4.00, including a Spring 1953 supplement. This compilation brings together all of the thousands of books available in 92 popular reprint series. It describes each series with complete buying information, price, paging, illustrations, binding, etc. Numerically, Grosser and Dunlap tops the list with 748 reprints in series, Pocket Books is second with 625 titles, and E. P. Dutton's Everyman's is third with 541 titles. The queen of the reprint authors is Grace Livingston Hill with 70 titles in print. Seventeen editions of the *Tale of Two Cities*, ranging in price from 25 cents to \$5, are described. The *Catalog* discloses 12 Oliver Twists and 12 Tom Sawyers. Shakespeare rates scarcely more than half a column while the editions of Dickens run to three and one-half columns. Walter Scott has two columns, and Dumas, Thackeray, and Tolstoi reprints occupy more than a column. The rise of Erle Stanley Gardner is noteworthy, although the Zane Grey listings require more space.

SHOSTROM, E. L., and BRAMMER, L. M. *The Dynamics of the Counseling Process*. New York 36: McGraw-Hill Book Co. 1952. 229 pp. Although this book was developed primarily in a college setting, it should be stressed that the ideas presented here have many applications to counseling at various levels and situations. The first section of the book attempts to identify the process of counseling within the broad field of educational services. Particular attention is given to acknowledging the contributions of many workers to the development of a body of knowledge concerning counseling. Out of these evolving trends are drawn the elements of the point of view, the new frame of reference, to which the writers subscribe. The main body of the manuscript presents a view of the process in action. Applications are made to various counseling situations. At all points the view is related and compared with concepts and findings of others in the field. The organization of the chapters is in terms of the developmental aspects of counseling with a pupil. Thus, one finds consideration of developing readiness, the nature of sequential interviews, and other client contacts. Finally, attention is given to evaluating the outcomes of counseling and relating these values to other elements of the educational program.

SLAVSON, S. R. *Child Psychotherapy*. New York 27: Columbia Univ. Press. 1952. 346 pp. \$4.50. In this book an authority in analytic and group psychotherapy presents a com-

plete picture of the growing child, how maladjustments occur in development, and ways in which these deviations may be corrected. It is divided into three parts: child development, pathogenesis, and psychotherapy. The first part outlines the basic psychobiologic, psychosexual, and psychosocial drives of the child that lead to balanced adulthood. The influence of members of the family, natural groups, and the community generally are discussed. Relations with siblings and other persons, such as teachers, schoolmates, and playmates as they affect the developing personality, are fully treated.

When normal child development is interfered with or blocked, emotional disturbances, social maladjustments, and more serious pathology occur. The second part of this book is devoted to an analysis of such conditions. Many case studies from the author's experience are cited to show environmental inadequacies and deviant interpersonal relations. There is a thorough discussion of the maladjustments in parents that produce personality problems in children. Pathologic developments are then classified in clinical terminology, and the etiology of the various clinical entities is described.

TRYTTEN, M. H. *Student Deferment in Selective Service*. Minneapolis: Univ. of Minn. Press. 1952. 148 pp. \$3.00. What does "student deferment" mean? Is it an exemption or a postponement of military service? Why did our government adopt the policy? How does it operate? How does it affect national security? Does it result in special privilege? Is deferment justified regardless of what curriculum a student chooses? These are some of the questions the author answers in this timely review of an important and controversial national program. As a shrinking manpower pool points up the need for new sources to meet draft quotas, the deferment policy may well come under attack from those who do not understand its purpose.

To stimulate informed thought and discussion about the program, the author reviews the broad problem of manpower needs, as well as the history of the deferment policy. He explains the bases for the policy's adoption, outlines the criteria and methods of deferment, and describes the college qualification test used.

WEST, D. H., compiler. *Standard Catalog for High School Libraries*, 6th edition. New York 52: H. W. Wilson Co. 1952. 1,144 pp. Available on a Service basis. This book is a selected catalog of books recommended for junior and senior high-school libraries. This sixth edition of the *Catalog* contains 3,610 books fully cataloged and 1,038 books entered briefly as additional books recommended for the larger and the special library, or books now out of print but still useful. There are also 639 pamphlets included and 892 books starred for first purchase.

This *Catalog* follows the method of selection used in previous editions. During the months preceding each edition or supplement, a file of cards is built up including titles which have been recommended for young people and others which the editors think should be considered for this *Catalog*. A short time before an edition or supplement is to be published, this list is sent to the collaborators for a vote on the titles that have proved useful in their libraries. A list of these collaborators is included in the book. When these returns are received, the selection and starring are made on the basis of their votes. The collaborators are high-school and young people's librarians of all types of libraries, academic and vocational, large and small, from all sections of the United States and Canada. Some of the state school library supervisors, who themselves have a broad range of experience, assist in the selection by checking the tentative voting lists. Hence all books entered in the *Catalog* are of proven usefulness.

In preparing this edition, the titles in the 1947 catalog and the 1948-1950 Supplement were re-submitted to the same process of voting on the part of the collaborators. In addition, a large number of new titles were considered in order to get a consensus on additional books.

Three new features have been added to the *Catalog* since the last edition: (1) The magazine list which appears as Part III of this edition is a revision of the list which was a feature of the 1948-50 Supplement; (2) Inclusion of a section giving full instructions for use of the

Catalog, called "How to use the Standard Catalog for High School Libraries"; (3) The addition, in the regular alphabet, of a number of books of interest to Canadian schools and schools interested in Canada. The book is divided into four sections: Part 1, Dictionary Catalog; Part 2, Classified Catalog; Part 3, Magazine List; and Part 4, Directory of Publishers. The classification in this edition has been revised to conform with the Standard (15th) edition of the Dewey Decimal classification. Pamphlets are listed in Part 2 at the end of classes.

Books for Pupil-Teacher Use

ALEXANDER, PETER. *The Complete Works of William Shakespeare*. New York: Random House. 1952. 1408 pp. \$3.75. Herein are included 37 plays of Shakespeare—14 comedies, 13 tragedies, and 10 histories. Included also are his poems—*Venus and Adonis*, the *Rape of Lucrece*, a *Lover's Complaint*, the *Passionate Pilgrim*, *Phoenix and Turtle*, and 154 sonnets. The volume has a biographical introduction, an appendix containing the special transcript by Sir Walter Grey of Shakespeare's contribution to Sir Thomas More, the preliminary matter to the First Folio, and a glossary of nearly 2,500 entries. The entire text has been edited according to the best modern scholarship. This new one-volume edition is printed in double-column pages.

APOSTLE, H. G. *Aristotle's Philosophy of Mathematics*. Chicago 37: Univ. of Chicago Press. 1952. 238 pp. \$6.00. None of Aristotle's extant treatises deals specifically with mathematics. References to mathematics in many of his works indicate, however, that they held a definite view of the subject and that it had an important place in his philosophy. The author, in this book, presents a detailed and systematic account of this philosophy. The body of material is drawn from Aristotle's treatises and is organized in accordance with Aristotle's own method of presenting the philosophy of a science. Chapter I deals with the nature of mathematics as a science, method in mathematics, and principles of mathematics. Chapters II and III examine the two fundamental branches of mathematics—arithmetic and geometry—and Chapter IV is concerned with those sciences which are applications of mathematics to particular physical problems; e.g., harmonics, optics, astronomy, mechanics, etc. The final chapter discusses the mathematical views of the Pythagoreans, Plato, Speusippus, and Xenocrates, with respect to the difficulties to which their theories lead and the criticisms which Aristotle makes of these theories.

BRODINSKY, B. P., and WILLIAMS, WHITNEY. *Schoolman's Almanac, 1952-1953*. New London, Conn.: Arthur C. Croft Pub., 100 Garfield Ave. 1952. 416 pp. \$3.95. This almanac has been specially prepared for the schoolman. It is truly a book of references concerning many topics about which the busy schoolman desires information, as well as a book for personal records, reminders, etc. Added to the many pages of data and facts is a page for each day of the year for listing engagements by the hour, pages for listing expenses, income, contributions, taxes paid, etc. It is an all-around handy book for the schoolman's desk.

CALDWELL, J. C. *The Korea Story*. Chicago 4: Henry Regnery Co., 20 W. Jackson Blvd. 1952. 192 pp. \$3.00. Like most Americans the author is angry about the mess in Korea. But unlike most Americans, he knows exactly how it happened—because he had a part in it. This book is a fast-moving and completely frank account of the author's three years as a military information specialist, diplomat, and businessman in Korea.

CHAPIN, HENRY, and SMITH, F. G. W. *The Ocean River*. New York 17: Charles Scribner's Sons. 1952. 335 pp. \$3.50. The Ocean River is that tremendous current, the Gulf Stream. Here its scientific and historical story is told. This book explains a phenomenon which has had, and is having, an incalculable influence on the history and civilization of the Atlantic community and, therefore, on the whole world.

The book explains the causes of the Stream; its course; its effect on currents, winds, and climates; and its influence on the plant and animal life of the oceans and hence of the land.

Here also is what might be called the romance of the Gulf Stream—its effects on the history and civilizations of the lands bordering its course. Here are the earliest documented accounts of the ancient sea voyages of exploration and discovery out across the uncharted waters of *Oceanus*; here are the myths and legends of the lost continent of Atlantis; here the tales of brutality and daring of the golden conquistadores, the courage of the sturdy fishermen along the codfish frontier of the Grand Banks and the ingenuity and drive of the Yankee builders of clipper ships.

DEARING, M. R. *Veterans in Politics*. Baton Rouge: Louisiana State Univ. Press. 1952. 537 pp. \$6.00. This is the story of a pressure group that at one time commanded benefits costing the United States government more than one fifth of its total revenue. The Grand Army of the Republic sprang up in Illinois in 1866 and spread rapidly throughout the country. Servicemen who flocked into this Union veterans' organization hoped that united effort might bring redress of grievances, while leaders planned to make the society a powerful force in politics. Both achieved success.

Politicians of both parties courted the soldier vote, and veterans found themselves able to demand offices, pensions, and special favors. Once their immediate needs were met, however, veterans lost interest in organization and turned to the business of making a living. The Grand Army directed its weakened energies into charitable and social enterprises.

In the late 1870's, when the two political parties found themselves matched in their struggle for the Federal administration, they made the veterans group-conscious once more. Although Republicans held the advantage because their high-tariff program would keep the treasury well filled for pensions, Democrats also appealed to the soldiers for votes; also pension agents urged veterans to organize and press Congress for higher benefits.

The old soldiers did just this, and the G.A.R. soon became a force with which politicians had to reckon in local, state, and national politics. In winning demands from frightened Congressmen, the Grand Army instituted many precedents which twentieth-century lobbying groups have found useful. The factors which gave rise to this veterans' pressure group come in for special consideration in the author's book. She has also described the techniques campaign organizers use in appealing to the former soldier.

DOBIE, J. F. *The Mustangs*. Boston 6: Little, Brown and Co. 1952. 394 pp. \$6.00. This book is a monument to all the "wild and free" horses—the mustangs—that once were the glory of our Western ranges; and to the men, the white men and the Indians, no less wild and free, who captured them, and "gentled" them, and rode them, and annihilated them. "Halted in animated expectancy or running in abandoned freedom, the mustang was the most beautiful, the most spirited and the most inspiring creature ever to print foot on the grasses of America," writes the author. "The sight of wild horses streaming across the prairies made even the most hardened of professional mustangers regret putting an end to their liberty." At one time, the author estimates, there were as many as a million mustangs in Texas alone, with another million scattered throughout the West. "Only by blotting out the present can one see those wild horses of the prairies. They have gone with the winds of vanished years. They carried away a life and a spirit that no pastoral prosperity could in coming times re-present."

The author traces the descent of the mustang from the horses brought to the New World by the Spaniards. The Indians of the West got their first horses from the Spaniards and not from wild stock. In fact, the Comanches boasted that the only reason they allowed Spaniards to remain in New Mexico, Texas, and northern Mexico was to raise horses for them to steal. "Decade after decade the Indians scattered horses over half the continent to run wild."

EWALD, BILL, and HENRICKSON, MERLE. *Neighbor Flap Foot*. New York 21: Henry Schuman, Inc. 1952. 56 pp. \$2.50. This is the tale of a talking frog and of a typical city boy named Mickey, who is typically interested in his neighborhood. It explains many things to Mickey, among them just how Mickey's neighborhood appears to the impartial

eye of a frog. It is not entirely complimentary. But you see, Flap Foot believes that most neighborhoods could be better places in which to live. He shows Mickey how to improve his own backyard, his whole block, and even his whole neighborhood. There are fundamental city planning lessons here. Flap Foot describes the elements of a neighborhood, what should be done with traffic, the value of plenty of light and air. He tells Mickey of the need to keep homes, factories, and stores apart and what means can be used to accomplish this; the way to locate sufficient playgrounds; the air-conditioning ability of trees.

FERDINAND, PRINCE LOUIS. *The Rebel Prince*. Chicago 4: Henry Regnery Co., 20 W. Jackson Blvd. 1952. 372 pp. \$3.95. Prince Louis Ferdinand will be remembered by many Americans as the grandson of the last German Emperor who, in the 1930's, worked as a mechanic on the Ford assembly line. He is now the head of the Hohensollern dynasty. Were Germany still a monarchy, he would be its Emperor. In his memoirs, Louis Ferdinand shows himself to be a lively, independent man, eager from childhood to defend his personal freedom against the narrowness of court life. He well deserves the name he acquired in America: "The Rebel Prince." His talent for friendship and his desire for broad and normal associations brought him into contact with many kinds of people.

*FREEMAN, D. S. *George Washington*, Vol. 5, "Victory with the Help of France." New York: Charles Scribner's Sons. 1952. 588 pp. This new volume completes the story of the Revolution. Four volumes have already been published in the multiple-volume biography of George Washington—Volumes I and II, "Young Washington"; Volume III, "Planter and Patriot"; and Volume IV, "Leader of the Revolution." In Volume V, Washington returns from a military career to private life, now a great figure in the eyes of the world. The book begins in the spring of 1778. The terrible winter of Valley Forge is over, and, on the horizon, a new dawn of hope is showing, for France has recognized the independence of America, and there is a prospect of effective military and naval support. After three years of bitter struggle and five years in all before complete victory, the ordeal is finally over. French help had been decisive. Throughout this volume, Washington is more than ever a living presence. He dominates and sustains, holding steadfast when hope fades and despair grows. The book is illustrated with maps and halftones from contemporary documents, prints, and portraits.

Getting Around in French. New York: Henry Holt and Co. 1952. This is a 33 $\frac{1}{4}$ r.p.m. record to teach pupils a number of the most useful and practical words, phrases, and sentences as they are pronounced in most French-speaking countries. The pupil hears the English first, followed by the French. The words, phrases, and sentences are also printed with the English equivalents, the French spelling, and the pronunciation. They are classified under: greetings and general phrases, location and direction, numbers, asking for what you want, food, drinks, shopping, at the bank, clothes, drug supplies, transportation, time, days of the week, months of the year, meeting people, at the filling station, and miscellaneous. The company also has a more advanced and comprehensive course on 24 unbreakable records (78 r.p.m.) or 6 long-playing records (33 $\frac{1}{4}$ r.p.m.)

Getting Around in Spanish. New York: Henry Holt and Co. 1952. This is a 33 $\frac{1}{4}$ r.p.m. record to teach pupils a number of the most useful and practical words, phrases, and sentences as they are pronounced in most of Spanish America. The pupil hears the English first, followed by the Spanish. The words, phrases, and sentences are also printed with the English equivalents, the Spanish spelling, and the pronunciation. They are classified under: greetings and general phrases, location and direction, numbers, asking for what you want, food, drinks, shopping, at the bank, clothes, drug supplies, transportation, time, days of the week, months of the year, meeting people, at the filling station, and miscellaneous. The company also has a more advanced and comprehensive course on 24 unbreakable records (78 r.p.m.) or 6 long-playing records (33 $\frac{1}{4}$ r.p.m.).

GOODMAN, PAUL. *History of the Jews*. Revised and enlarged by Israel Cohen. New York 10: E. P. Dutton and Co. 1953. 254 pp. \$3.50. For many years Paul Goodman's *History of the Jews* has been regarded on both sides of the Atlantic as the most valuable popular history of the Jewish people in the English-speaking world. It tells with admirable brevity the story of the Jews from Abraham to the present time. The theme is deeply moving, as befits a great people that has contributed so much to civilization and who has so tragic and majestic a past.

In view of the world shaking events that have happened which have so shatteringly affected the Jewish people since the time of the author's death, the work of enlarging and bringing up to date his splendid work was entrusted to Dr. Israel Cohen, who for many years was closely associated with Paul Goodman. He has amended the book altogether in the spirit in which it was conceived. Within the proportions permitted by the scope of this work, he has given an account that will enable the reader to understand the problems of the present Jewish situation. In the new material introduced by Dr. Cohen is a section devoted to the role played by American Jewry in relation to the new state of Israel.

HALL, BORDEN. *The Amateur Finisher's Guidebook*. New York: Harper and Brothers. 1952. 123 pp. \$3.00. This book gives a step-by-step direction for preparing surfaces, removing old paint, mixing colors, and applying finish to furniture, floors, etc. It also contains suggestions for making second-hand furniture look like new and for applying a beautiful finish to unpainted furniture. Here is also help in redecorating the walls and ceilings of a home, etc. with convenient new products available in most paint stores. The book contains more than thirty photographs and drawings.

HEMINGWAY, ERNEST. *The Old Man and the Sea*. New York: Charles Scribner's Sons. 1952. 140 pp. \$3.00. Here is a departure from the usual novel—something new, something entirely different, something that is truly Hemingway. This short novel of a few hours or less of reading is the story of an old man, who embodies the essential nobility in human striving, and of a giant fish that is the embodiment of what is noble in animate nature, and with these you have another presence—vast, pervading but inanimate—the world of the Gulf Stream. Here is a tragedy, but one that emerges, without grief, into beauty.

HINSHAW, DAVID. *Heroic Finland*. New York 19: G. P. Putnam's Sons. 1952. 328 pp. \$4.50. The author, who has spent considerable time in Finland and was instrumental in arranging the scholarships under which so many young Finns are now coming to this country, has sought in his new book to give up-to-date information on all the important aspects of Finnish life, as well as enough of the historical background and traditions to enable one to understand the character of this friendly nation. In this he has had full co-operation from Finnish authorities. His book covers the demography; resources; political problems, internal and external; educational and artistic achievements; social welfare and medical activities; and sports of the Finns. It also discusses frankly the consequences of the terrible Winter War and Finland's difficulties during and after World War II. Sketches of many leading personalities are included, as well.

HUTCHINSON, VERONICA, editor. *Tales of the Rails*. Cleveland 2: World Pub. Co. 1952. 329 pp. \$2.95. Stories about railroads have always fascinated everyone—particularly boys and girls. For them especially, the editor of this anthology has assembled a collection of both true and fictional stories—exciting, humorous, dramatic. Beginning with a vocabulary of railroad terms that defines clearly the lingo of the engineer and other professional railroaders, the editor takes the reader on a tour that includes the wreck of the Collver Special, the Casey Jones legend, the heroic tale of Kate Shelley who risked her life to prevent a wreck, and other stories dealing with the development of the railroad from the early cow-catcher days to the streamlined present. There is high excitement in *Boomers Eastbound* wherein a railroad ghost is caught. There is gentle humor in Charles Stewart Davison's

charming story of *How I Sent My Aunt to Baltimore*, tragedy in Collver Special—adventure, and daring and fun in the sixteen tales of the railroad and the men who ride it.

KANTOR, MacKINLAY. *Waruhoop*. New York 22: Random House. 1952. 254 pp. \$2.50. The two short novels comprising this book represent the most exciting of the author's frontier tales. The first, *Behold the Brown-Faced Men*, is a romance of the Nebraska Territory in 1864. A few companies of sun-parched militia are distributed at forts along the wagon trail, charged with the task of guarding emigrant travel. A treacherous sutler is supplying rifles to the Indians. The story rises to a furious climax when the wounded commander and his daughter, escorted on an emergency journey by young Lieutenant Boyce and a handful of troopers, encounter a huge war party of Sioux in the act of attacking a wagon train. With the girl at his side, Boyce struggles to overcome an old nightmare of massacre which has haunted him.

The second tale, *Missouri Moon*, describes the sparse settlements of the Missouri River traces during the period immediately after the War of 1812. A beautiful girl, Syria Dallas, is carried into captivity by a Sauk Indian—himself a white man kidnapped by Redskins in childhood and adopted into the tribe. Rescued by her father, Syria is crowded into Audrain's Fort along with other refugees, to resist the onslaught of the Sauks. The pioneers are reinforced by a white-haired old man, who strolls calmly past the howling Indians. "Boone, friend. They call me Daniel Boone." What befalls the girl and her white-Indian lover and the settlers themselves, through the shrewd direction of old Daniel, builds into a dramatic and unexpected conclusion.

KIERAN, JOHN, editor. *Information Please Almanac, 1953*. New York 11: Macmillan Co. 1953. 928 pp. \$1.00 paper cover. *Information Please Almanac, 1953* contains as in the 1952 edition a scientific index and table of contents, the crossword puzzle guide, the chronologies on special subjects, the Who's Who and Who Was Who sections (expanded by 20 pages). New features in the 1953 edition include not only maps of foreign countries but also regional maps of the states and of the United States as a whole with topographical detail; a section on parliamentary procedure presented in clear capsule form.

A King's Story, The Memoirs of the Duke of Windsor. New York 19: G. P. Putnam's Sons. 1952. 435 pp. \$5.00. This is the story of the Duke of Windsor, told in his own words. Here he says that "reticence is a rule of constitutional princes not lightly put aside, but the desire to be heard can be as strong in kings as in other men. My reign ended in faction and controversy. My side of that story has until now been unheard. As the years went by, and error and supposition multiplied, it became more and more plain that it was my duty to history to put down the facts as I know them." So, here in this book, the Duke relates the story of his life.

MAHLER, H. A. *Empress of Byzantium*. New York 16: Coward-McCann, Inc. 1952. 376 pp. \$4.00. Glittering lies the golden city of Byzantium at the blue shores of the Bosphorus, the center of the vast East Roman Empire. To this rich and refined metropolis, already Christianized for a hundred years, arrives the radiantly beautiful and learned Athenais, daughter of a Pagan Grecian scholar, to become the empress of the realm and the co-regent with the saintly sister of the emperor. The two women, very different in character, learning, intensity of feelings, and philosophy, are going to rule side by side for years to come. The emperor, young Theodosius II, a demoniacally clever, fascinating, unfathomable youth, and his favorite, Paulinus, a dashing young statesman, form a counterpart to the two outstanding women, and all four become entangled in an intricate net of hopeless passions until the smoldering emotions erupt in a catastrophe.

MARTIN, MICHAEL, and GELBER, LEONARD. *The New Dictionary of American History*. New York 16: Philosophical Library. 1952. 701 pp. \$10.00. This volume will provide a ready reference source in the literature of American history. It has consolidated in one

volume more than 4,000 articles, alphabetically arranged, which cover the materials of American history. In keeping with contemporary demands, the authors have encompassed the entire scope of American history from the early colonial period to mid-1952. While not eschewing the conventional political and military events, they have been careful to cover the significant developments in economics, finance and banking, labor relations, constitutional and administrative law, social security, literature, science, commerce, international relations, foreign policy, education, and the arts. Approximately 1,300 biographies are included.

MARTIN, PETER. *The Landsmen*. Boston 6: Little, Brown and Co. 1952. 367 pp. \$3.75. A speck on the map of old Russia springs to life; the landsmen and the non-Jews must serve their master on the hill, the Squire. Allowed little more than their huts, their synagogue, and their shrouds, the "Golinskys" risk everything for joy on earth as well as in the "Next World," and many die before their time. But even death cannot silence those whose will to live is so strong.

Here is Mortel, the outcast who goes to jail to help his orphaned nephews; gentle Reb Maisha, teaching the young to love God; Laib, who won't be a tailor and learns to play the violin from the wanton Varya in Profim's "Heaven," Berel-the-Ox, sent to Siberia for his deeds during the "Three Bad Days;" and the Squire, himself imprisoned in a world he yearned to flee.

MEYER, J. S. *Fun with Mathematics*. Cleveland 2: World Pub. Co. 1952. 186 pp. \$2.75. This book is a treasure chest of mathematical gems that will delight and astound all those who are fascinated by the magic of numbers. Compiled by Jerome S. Meyer, who has written and edited more than two dozen highly successful books for young people, it is filled with baffling mathematical tricks, surprises, things to do, and interesting problems.

MILLER, MAX. *Always the Mediterranean*. New York 10: E. P. Dutton and Co. 1952. 256 pp. \$3.50. On an assignment with the Sixth Fleet, the author has become acquainted with the ancient body of water which for centuries was known as "The Sea" and which the articulate Romans dubbed "The center of the world." In his foreword Captain Karig says: "This is not a Navy story, even though the Sixth Fleet is its hero. . . . Rather it is a picture of American boys in their teens and American men in their fifties sailing where Xerxes and Alexander did; Scipio Africanus, Cleopatra, St. Peter, Marco Polo, Nelson and Preble and Decatur." American sailors up against antiquity are a nice, at times a hilarious juxtaposition, which the author bridges with fine impartiality and keen gentleness.

NILES, K. B. *Family Table Service*. Minneapolis 15: Burgess Pub. Co. 1952. 36 pp. \$1.75. This book is designed to supplement instruction in food management. In it, basic rules and standards of table service are emphasized. Included also is a discussion of the semi-formal type of service.

Occupational Handbook, U. S. Army. Washington 25, D. C.: Office of the Adjutant General, Dept. of the Army. 1952. 206 pp. Free. This is a manual for civilian guidance counselors and students. It is a useful, authoritative reference guide to the United States Army occupational structure. It is valuable as the best source of information for youth in selecting and planning their careers in reference to military service. It emphasizes the army's continuing "Stay in School" policy. The manual is organized into separate sections—a brief for each of the career fields. These briefs present a general description of the field, the pre-requisites, the training given while on the job, and other pertinent information. Educational opportunities in the U. S. Army are spelled out, classification and the vocational training program are explained, as well as promotions, pay, and retirement. This is a volume that should be found in every high-school library for ready reference for pupils in the school, as well as for those who have recently left school.

PEATTIE, ROD and LISA. *The Law*. New York 21: Henry Schuman, Inc. 1952. 146 pp. \$2.50. This book tells you what law really is, where you can find it, and how you can tell

law from other things which look like it. You will see how our own system of law works; how a judge decides a case which will change the law and change our lives. You watch the law gradually changing through the decisions of judges and the acts of legislatures. This picture is unfolded against the background of the changes in our common life which change the law and are changed by it. And always, the spotlight is on you and the law: how does law affect you and what can you do with this complex creation of the human mind?

PHELPS, E. L. *Outlines for Textile Study*. Minneapolis 15: Burgess Pub. Co. 1952. 91 pp. \$1.75. This outline presents to the student the scope of the subject, the manner of attack to be followed, and, in some cases, supplementary material easily accessible to the class. The outline is divided into four parts. Part I deals with the introduction to the subject and certain general characteristics pertaining to fabrics; Part II includes suggested problems for class discussion; Part III contains outlines covering the properties, production, and use of five major textile fibers; Part IV is made up of general material concerning fibers and test.

PHILLIPS, ALEXANDRA. *Blessing of the Hounds*. New York 10: E. P. Dutton and Co. 1952. 316 pp. \$3.50. This is a novel portraying a colorful contemporary scene. It is the story of the hunt and of two persons deeply in love.

RADIN, PAUL, and MARVEL, ELINORE, editors. *African Folktales and Sculpture*. New York 21: Bollingen Foundation, 140 E. 62nd St. 1952. 379 pp. (9" x 12"). \$8.50. This volume with an introduction on folktales by Paul Radin and an introduction on sculpture by James Johnson Sweeney offers a representative collection of African myths and folktales. Eighty-one of them from the unwritten literature of native Africa have been brought together with selected examples of sculpture stemming from the same culture. In assembling the folktales, the editors intended to correct a still prevalent impression that native African folk literature is primitive and consists mainly of animal tales. In fact, it is probably the most sophisticated and realistic of all aboriginal literatures, corresponding to the plastic arts of the African native of which the generally accepted opinion now is that its achievement is not only the highest among aboriginal peoples, but compares favorably with that of the major European and Asiatic civilizations.

The narratives are in four groups. Group I, *The Universe and its Beginnings*, is a collection of creation myths. Group II, *The Animal and his World*, shows man's conception of the world as seen through animal eyes—a world much like man's, but where man is absent or incidental. In Group III, *The Realm of Man*, we see man, with his love and his hatreds, his cleverness and his stupidity, depicted objectively and pitilessly. Group IV, *Man and His Fate*, depicts man helpless and bewildered in the hands of chance, at the mercy of unknown forces both within and without himself. Material was selected in terms of these categories. A glossary and an accounting of the sources of the tales have been provided.

Dr. Radin, in assembling these narratives of unwritten literature, has drawn upon the so-called true Negro tribes of west Africa, the Bantu-speaking tribes of central, east, and south Africa; the half-Hamites of the Nile headwaters and the Bushmen and Hottentots of the extreme south and southwest. Mr. Sweeney has chosen 165 photographs representative of the art of approximately the same areas from which the tales are taken, prefacing them with a brief but illuminating introduction on the fate of African art since it was first recognized as such by Vlaminck, Matisse, and Derain, who began to collect African carvings about 1905.

RIEDMAN, S. R. *Your Blood and You*. New York 21: Henry Schuman. 1952. 130 pp. \$2.50. In this book the author makes blood the central subject around which to build the story of the workings of the body. Packed with scientific facts, it is a healthy antidote to superstition, popular misconception, science fiction, and prejudice.

SANGER, D. B., and HAY, T. R. *James Longstreet*. Baton Rouge: Louisiana State Univ. Press. 1952. 472 pp. \$6.50. No other Southern corps commander had so wide an experience as James Longstreet, and probably no other former Confederate officer aroused so much

controversy in the postwar period as he. Longstreet served in the Confederate Army in all ranks from brigadier to lieutenant general. He participated in almost every campaign against the Army of the Potomac as well as in the Battle of Chickamauga and in East Tennessee.

The late Colonel Sanger in his critical account of Longstreet's service career considers Longstreet superior to both Lee and Jackson in battle leadership and in an appreciation of tactical values, though he did not possess the strategic brilliancy of either. Longstreet knew instinctively the exact moment for the counterstroke, and even Grant thought him Lee's best general. Colonel Sanger's judgment is that Longstreet was the best fighting general in the Armies of the Confederacy and the best corps commander North or South. Nevertheless, Longstreet's reputation as a soldier has been clouded because of alleged slowness and failure to obey orders at crucial times; the most serious charge was that he lost the victory for Lee at Gettysburg, a charge he later denied by shifting the blame to Lee.

The harshest censure of Longstreet, however, was directed not at his military record, but at his political conduct following the war, about which Mr. Hay writes in Part II of this volume. Longstreet was among the first and the most prominent ex-Confederates to accept office from the Republicans. He had the misfortune to be identified with the unsavory phases of Reconstruction as an officeholder of the party and factions which were lining their own pockets at the expense of the disfranchised citizens of the community and state, and he often found himself caught in factional disputes. Furthermore, Longstreet's intemperate and bitter rebuttal of his own critics and his severe criticism of Lee only brought more unfavorable comment; his epithets ranged from scalawag to traitor.

Despite his stormy civilian life, however, the brilliance of Longstreet's military career and the sincerity of his peacetime efforts became more apparent in his later years. At the end, according to Mr. Hay, "it was Longstreet the dogged fighter and brilliant tactician who was remembered and honored rather than Longstreet the politician, battling forces and men he could neither understand nor control."

School Planning Conference, 1952 Report. Stanford, Calif.: Stanford Univ. Press. 1952. 96 pp. \$5.00; in quantities of 25 or more, \$4.00 each. Includes contributions from many specialists in the planning and building of schools. Topics discussed are: orientation, education criteria for planning, daylighting, artificial lighting, color, furniture and equipment, thermal environment, and architect and administrator, plus a flow chart of building projects.

SPENCER, CORNELIA. *Romulo*. New York 19: John Day Co. 1952. 256 pp. \$3.00. Carlos Romulo began to voice his devotion to America when only a schoolboy in Manila. The gold medal he won for an oration, "My Faith in America," influenced his father to send him to Columbia University. He became "Filamerican." His gift for writing and speaking led him into newspaper work and made him a spokesman for Quezon, the President of the new Philippine Commonwealth. He became, too, a close friend of General MacArthur, who called him into the army after Pearl Harbor. From beleaguered Corregidor, he broadcast as the "Voice of Freedom." He had many narrow escapes on Bataan. He was sent to the United States to bring the American people a realization of what was at stake in the Far East. When MacArthur returned to win back the Philippines, Romulo waded ashore with him and at once began to broadcast again as the "Voice of Freedom." In the advance on Manila he was the clarion of approaching liberation. Heading the Philippine delegation at the United Nations, he has been a constant spokesman for democracy. The apex of his brilliant career was when he was elected President of the U. N. General Assembly.

STORCK, JOHN, and TEAGUE, W. D. *Flour for Man's Bread*. Minneapolis: Univ. of Minn. Press. 1952. 402 pp. \$7.50. From prehistoric times to the present, the ways in which man has made flour for his bread have forged the patterns of technological progress and have greatly influenced his social development. This book describes in detail how the people of the Western world—those of Europe, its adjoining regions, and the New World—have ground their grain and how these changing methods have altered their life.

The story begins some 75,000 years ago, the time of the earliest grinding stones identified by archeologists. It progresses, in time and place, through the regions of the Tigris, Euphrates, and Nile at the dawn of history, into the ancient civilizations of Rome and Greece, and through the modern periods of European history to America, where the final emphasis provides a detailed and comprehensive account of twentieth-century milling methods. The book is illustrated with hundreds of drawings showing the processes and devices described.

VANDENBOSCH, AMRY, and HOGAN, W. N. *The United Nations*. New York 36: McGraw-Hill Book Co. 1952. 470 pp. \$5.00. This volume has been prepared primarily for introductory college classes studying the United Nations system and contemporary international organization. Its purpose is to give an explanation of the United Nations, including its background, organization, functions, and activities. The United Nations is as broad in scope as the whole field of international relations, and it is involved in a tremendous variety of important activities. The Charter provides for an extensive organization, which has become more ramified in the course of the few years of the institution's development. The authors have attempted to present a systematic treatment of both the complex structure and the varied activities in a single, convenient volume. They offer the best possible combination of the descriptive and analytical approach to this complex subject.

Believing that the United Nations cannot be understood without some knowledge of the historical, economic, social, and political background of current international co-operation, the authors have included an introductory section containing chapters on the world community, the state system, the development of international co-operation, international law, and the League of Nations. A second section deals with the drafting of the Charter and the basic character of the organization set up under it. A third section describes the work and seeks to evaluate the accomplishments of the United Nations. A final chapter examines the problem of strengthening the United Nations. The book also includes a number of pertinent documents.

WALPOLE, E. W., and ELSBREE, ELIZABETH. *Getting Along*. Cleveland 2: World Pub. Co. 1952. 219 pp. \$2.50. The problems of adolescence are real and serious, both to the youngsters who must solve them, and to the adults who only too often don't know what to do to help their children. This book, the story of Carol Douglas and her brother Bill, faces teenage problems frankly and discusses them in a fresh, light way that not only points a road for the perplexed teenager but also provides highly entertaining reading.

WALTARI, MIKA. *A Stranger Came to the Farm*. New York 21: G. P. Putnam's Sons. 1952. 254 pp. \$3.00. Against the haunting background of the Finnish countryside with its innumerable lakes and mountains, the drama of the stranger Aaltonen and the enigmatic mistress of the farm is played out. Both find a brief happiness, brief as the lovely Finnish summer, in spite of the hatred of the woman's husband. But through the Northern woods their fate stalks them inexorably.

WARRINGTON, JOHN, revised by. *Atlas of Ancient and Classical Geography*. New York 10: E. P. Dutton and Co. 1952. 268 pp. \$4.50. In this revised edition is much new material not contained in the earlier editions. The entire work has been very carefully revised. The maps cover the histories of Egypt, Babylon, Assyria, Israel, Greece and Rome. These have been corrected and additions have been made to them where necessary. The general index has been considerably enlarged. The historical gazetteer, which gives detailed information about the principal cities of the Greek and Roman world, has been brought up to date and largely rewritten in the light of archeological discoveries made in recent years.

WAUGH, ALICE. *Interior Design*. Minneapolis 15: Burgess Pub. Co. 1952. 68 pp. \$2.00. This notebook has been prepared for the average pupil with little or no previous training in art. It is unfinished so that the pupil can expand and illustrate it according to her own inclinations and circumstances. Its main objectives are to help her form the habit of thinking

of rooms in term of design, to provide her with ample experience in using color, to help her become acquainted with current developments in furnishing, and to point the way to future learning.

WEBB, H., and GRIGG, M. A. *Modern Science*, Book IV. New York 22: Cambridge Univ. Press. 1952. 252 pp. \$1.25. The book is composed of four parts: chemistry, electrochemistry, light and sound, and biology. Experimental work and questions are provided at the end of each section. The experiments are so arranged that there is a minimum demand for expensive apparatus.

WRIGHT, MARY and RUSSEL. *Guide to Easier Living*. New York 20: Simon and Schuster. 1952. 209 pp. In this book, two outstanding industrial designers attack this basic problem. Discarding rigid, old-fashioned patterns and calling for a new informal standard, the authors make a truly revolutionary contribution to American living. With the aid of detailed illustrations, charts, and checklists, this book offers highly practical and specific solutions, dealing with such points as: how to plan the arrangement of rooms to serve their purposes most efficiently; how modern industrial know-how can come to the rescue of the overburdened housewife—a series of proven labor-saving and work-simplifying techniques; how to do away with the traditional lace-tablecloth fuss of entertaining guests—permitting host and hostess to enjoy their own party; the best lighting for each room of the house; the most practical furniture for your specific needs, indoors and out—and how much standard furniture is actually unnecessary; what can be done about inadequate closet and storage space; the most efficient and sensible way to plan your dining area—and how much of the etiquette-ritual of table service can be eliminated.

The book includes two other features. A section of charts gives comparative evaluations—in terms of ease of maintenance and length of use—for floor, furniture, and wall coverings, and furniture casters. And there is a full listing of names and addresses of manufacturers and distributors of more than one hundred and twenty-five of the new and often hard-to-find products described in this volume.

Pamphlets for Pupil-Teacher Use

Pamphlets for Pupil-Teacher Use

And Economic Research in College-Community Centers. New York 22: Committee for Economic Development, 444 Madison Ave. 1952. 23 pp. Free. A brief account of the organization and growth of a college-community economic research center at the University of Arkansas.

Armed Forces Rejections. Washington 25, D. C.: U. S. Dept. of Labor. 1952 (Nov.). 8 pp. Free. States "the single most significant disqualifying cause [of rejection] was failure to pass the Armed Forces Qualification Test."

Aspiration: Statehood. New York: *The New York Times*, Office of Educational Activities. 1952. 16 pp. Free. The story of Alaska and Hawaii in text and pictures. A current affairs publication of *The New York Times*.

BROOKS, VAN WYCK. *Makers and Finders*. New York 10: E. P. Dutton and Co. 1952. 30 pp. A chapter from the forthcoming volume *The Writers of America* by the author.

BRUMBAUGH, A. J., and BERDIE, R. F. *Student Personnel Programs in Transition*. Washington 6, D. C.: American Council on Education, 1785 Mass. Ave., N. W. 1952. 52 pp. 50c. Describes the development of the personnel point of view in a number of colleges and universities as a project financed and supervised under the direction of the American Council on Education.

CARPENTER, D. F. *Business Under the Coming Administration*. Wilmington: Delaware Chamber of Commerce. 1952 (Dec.). 12 pp. Free. An address by the General Manager of the Film Department of the E. I. du Pont de Nemours and Company.

The College Board Review. New York 27: College Entrance Examination Board, 425 W. 117th St. 1952 (Nov.). 24 pp. Contains a discussion of the following topics: the able student—a symposium on new school to college transition patterns, including the three school-three college plan; the pre-induction scholarship program; advanced credit for the school student; and recommendations for achievement testing. Also contains information on news of the Board, dates, tests, fees, publications, and clichés of college guidance.

The College Handbook, 1952-3 Supplement. New York 27: College Entrance Examination Board, 425 W. 117th St. 1952. 18 pp. \$1.00. (for handbook and supplement) Contains information about 9 colleges not included in the *Handbook*.

COLM, GERHARD, and YOUNG, MARILYN. *The American Economy in 1960.* Washington 9, D. C.: National Planning Assn., 1606 New Hampshire Ave., N. W. 1952. 176 pp. The study analyzes six different hypothetical patterns of a possible full employment economy for 1960, assuming a level of national security spending of \$40 billion. On the basis of these hypothetical models, the authors construct an adjusted model which combines some features of each of the hypothetical models. The authors emphasize that this particular combination is by no means the only conceivable way to obtain a workable full employment economy.

Committee on International Relations of the National Education Association, 1201 16th St., N. W., Washington 6, D. C., Publications of.

Charter of the United Nations and Statute of the International Court of Justice. (official text) 58 pp.

Courier. (magazine) Nov. 1952. Entire issue of this 16-page UNESCO magazine is devoted to human rights.

Guide to the United States and the United Nations. (pamphlet) 12 pp.

Human Rights Day. (folder) 12 pp.

ICAO (International Civil Aviation Organization). (pamphlet) 16 pp.

ICAO: What It Is; What It Does; How It Works. (folder) 8 pp.

UN and UNESCO, A set of two wall charts. (29" x 39") With teacher's guide.

United Nations: 60 Countries Pledged to Act. (folder) 10 pp.

Universal Declaration of Human Rights. (official text) 12 pp.

WHO Newsletter. (posters) Special exhibit number, Sept.-Oct. 1952. 8 pp.

Desirable Athletic Competition for Children. Washington 6, D. C.: American Assn. for Health, Physical Education, and Recreation, 1201 16th St., N. W. 1952. 48 pp. 50c. Sets forth a sound program of athletics for children of elementary- and junior and senior high-school age, based on the recommendation of medical doctors, cardiologists, physiologists, and orthopedic surgeons.

Development of Moral and Spiritual Values Through the Curriculums of California High Schools. Sacramento: State Dept. of Educ. 1952 (Sept.). 32 pp. Suggests the place of moral and spiritual values in the school program as it affects the lives of young people. It describes some of the successful practices of California schools in the area of character development and suggests a basis for more and better effort in this phase of the curriculum.

ECK, M. J., and LEFAVOUR, W. G. *Faculty Handbook.* Cleveland 3: Thomas A. Edison Occupational School, 7101 Hough Ave. 1952. 88 pp. A volume of essential information for the staff of this school. Mimeo.

Educational Leader. "Three Types of Counseling." Pittsburg: Kansas State Teachers College. 1952. 27 pp. Free. This particular issue of *Educational Leader* includes Part I of an article, "Three Types of Counseling." Part II of this article appears in the January issue. Free copies of the October issue as well as the January issue may be obtained from the Mailing Department, Kansas State Teachers College, Pittsburg.

Educational Testing Programs. Princeton, N. J.: Educational Testing Service, 20 Nassau St. 1952. 24 pp. Free. Describes ETS, what a testing program is, the special characteristics of an ETS program, and the four principles of testing programs being conducted by ETS.

Engineers' Council for Professional Development. New York 18: Elsie Murray, Adm. Secy., 25-33 W. 39th St. The twentieth annual report for the year ending Sept. 30, 1952. Includes reports of the following committees: Guidance, Education, Student Development, Training, Ethics, etc., and a list of accredited under-graduate engineering curricula and accredited programs of technical institute type. Also a code of ethics for engineers.

Evaluating Progress and Charting the Future of Teacher Education. Washington 6, D. C.: National Committee on Teacher Education and Professional Standards, 1201 16th St., N. W. 1952. 108 pp. \$1.00. Report of the Kalamazoo conference, including the text of major conference addresses, held on the campus of Western Michigan College of Education, June 25-28, 1952.

An Experimental Workshop in Education. Portland, Ore.: Lewis and Clark College. 1952. 20 pp. A community survey reported in three articles entitled "Philosophy of the Experimental Workshop" by H. S. Tuttle, "An Interpretation" by E. C. Linderman, and "A Report of Findings" by the workshop group.

FISHBEIN, MORRIS, and IRWIN, L. W. *First-Aid Teaching.* Chicago: Lyons and Carnahan. 1951. 240 pp. A study and practice book in first aid organized into 16 units of study.

FREEMAN, LUCY. *It's Your Hospital and Your Life.* New York 16: Public Affairs Committee. 1952. 32 pp. 25c. The story of the modern American hospital and the amazing accomplishments of medical science.

GILBERT, C. B., BETZNER, JEAN, and McLAUGHLIN, T. J. *Learning to Live in 1953.* New York 52: T. J. McLaughlin, Combined Book Exhibit, 950 Univ. Ave. 1952. A bibliography based on the developmental needs of children and young people for educators working in guidance and book selection for young people.

GRAMBS, J. D. *Using Current Materials to Study Current Problems.* Stanford, Calif.: Stanford Univ. Press. 1952. 32 pp. \$1.00. A resource guide for social studies teachers.

GREENWALT, C. H. *How Much Freedom or How Little?* Philadelphia: Wharton School, Univ. of Pa. 1952. 16 pp. Free. An address by the president of E. I. du Pont de Nemours and Company.

GROGG, R. K. *How to Read the Newspaper.* Urbana, Ill.: J. N. Hook, 121 Lincoln Hall. 1952 (Dec.). 23 pp. 25c. A resource unit for the senior high school.

HEUER, L. A. *Money Management, Your Home Furnishings Dollar.* Chicago 11: Household Finance Corp., 919 N. Michigan Ave. 1952. 36 pp. 10c. Shows how to do everything from planning a color scheme and selecting furniture wisely to measuring windows for curtains or choosing lighting fixtures. A chart gives the characteristics of various decorating fabrics, a floor plan to show furniture arrangement, and a practical outline of the various types of rugs and carpets offer help to a quality-wise, dollar-wise shopper.

Human Rights, Unfolding of the American Tradition. Washington 25, D. C.: Div. of Historical Policy Research, Office of Public Affairs, Dept. of State. 1949. 86 pp. A convenient source reference of documents and statements which illustrate the "unfolding of the American tradition" of human rights.

JEWETT, ARNO. *Recordings for Teaching Literature and Language in the High School.* Washington 25, D. C.: Supt. of Documents. 1952. 75 pp. 25c. Describes ways teachers are using commercial recordings in various units of instruction to develop understanding and enjoyment of poetry, drama, fiction, and other literature; to teach intelligent, critical listening; to encourage pupils to study language as a social process which leads to co-operation, approval, disagreement, or conflict; and to promote continuous developmental growth in

oral and written communication skills needed by youth and adults in America today. Also contains a bibliography of records of nearly 500 titles, most of which have been produced since the end of World War II.

Johnson Makes the Team. Akron, Ohio: B. F. Goodrich Co. 1952. 32 pp. A classic comic in which the importance of teamwork in a football team is shown as an example of the importance of competitive enterprise. A teacher's manual, entitled "A Case History in the Study of Competitive Enterprise in America," accompanies the booklet. For junior and senior high-school grades.

KILANDER, H. F. *Health Services in City Schools.* Washington 25, D. C.: Supt. of Documents. 1952. 74 pp. 25c. Shows the present status of many phases of school health services in cities having a population of 2,500 or more in continental United States. Certain trends are also indicated.

Let Freedom Ring. Washington 25, D. C.: Supt. of Documents. 1952. 96 pp. 50c. A history of the conflict between freedom and Soviet totalitarianism. Explains the nature of the police state and its expansionist ambitions. Tells why as long as Soviet communism continues its present course of action the free world must become strong and stay that way.

Making Better Citizens. New York 26: Civic Education Foundation, 11 W. 42nd St. 1952. 32 pp. 60c less 25% discount. Outlines a practical program of instruction and activity in education for American citizenship. One of ten brochures in the *Living Democracy Series* on civic issues and problems.

Maryland Economic Indices. College Park, Md.: Bureau of Business and Economic Research, Univ. of Md. 1952. 12 pp. Analyzes cyclical variations in business conditions.

MCCLOY, J. J. *Report on Germany.* New York: Policy Report Secretary, OES, HICOG, APO 80, U. S. Army, c/o Postmaster. 1952. 315 pp. The last of a series of reports on Germany summarizing the developments (Sept. 21, 1949-July 31, 1952) during his term of office as U. S. High Commissioner for Germany.

MUSSELMAN, V. A., et al. *Improving the High School Program Through Unit Teaching.* Lexington: Univ. of Ky., College of Educ. 1952 (June). 80 pp. 50c. Discusses the idea of teaching through units and outlines five units—"How to Be Well Nourished" (science) for grade nine; "Making and Using Graphs" (mathematics) for grade ten; "The Short Story in American Literature" (English) for grade eleven; "Living in the Family Group" (Sociology) for grade twelve; and "Letters—Mirrors of Our Lives" (Business) also for grade twelve.

NASH, B. D. *Staffing the Presidency.* Washington 9, D. C.: National Planning-Assn., 1606 New Hampshire Ave., N. W. 1952 (Dec.). 79 pp. \$1.00. Recommendations for organizing a streamlined Executive Office of the President of the United States limited to and concentrating on the basic functions of programing, co-ordination, and review.

1952-53 I.C.S. *Film Catalog.* New York 36: Institutional Cinema Service, 1560 Broadway. 1952. 96 pp. Free. This catalog is divided into two sections—Section One is devoted to entertainment features, listing names, principal actors, brief synopses, and rental prices. Included among these are the latest 16-mm. releases from the major Hollywood studios—and many new feature films from numerous independent studios. More than two hundred new popular features have been added since last year's edition.

Nursing Has a Future for You. New York 16: National League for Nursing, 2 Park Ave. 1952. 20 pp. 4c. A two-color booklet, illustrated with drawings and photographs describing basic diploma and degree programs in nursing, entrance requirements, and the opportunities for young men and women in the profession.

OHIO ECONOMIC WORKSHOP. *New Gains in Economic Education.* Athens: Ohio Economic Workshop. 1952. 20 pp. Describes the activities of the Ohio Workshop on Economic Education held at Ohio University June 15 to July 3, 1952.

PIEKARZ, J. A. *The Basic Skills of Reading*. Urbana, Ill.: J. N. Hook, 121 Lincoln Hall. 1952 (Nov.). 12 pp. 25c. Analyzes four problems that are most important in the improvement of reading.

PISKO, E. S. *Stalin's Hoax on the Communists*. Boston: The Beacon Press. 1952. 36 pp. 50c. Sixteen articles, outgrowths of two lectures given by the author.

SCHNEIDER, ELSA. *How Children and Teacher Work Together*. Washington 25, D. C.: Supt. of Documents. 1952. 28 pp. 15c. Shows some of the ways in which successful teachers work with children in order to establish support and to guide them into productive and happy living.

Schools of Nursing in the United States. New York 16: National League for Nursing, 2 Park Ave. 1952. 40 pp. 5c. A list of schools whose basic nursing education programs have received either full or temporary accreditation from the Accrediting Service of the National League for Nursing. Also indicated are types of programs (diploma or degree) and the admission of men and Negro students.

Second Report to Congress on the Mutual Security Program. Washington 25, D. C.: Supt. of Documents. 1952 (June). 48 pp. 30c. Covers operations of the mutual security program during the first six months of 1952.

SHULTZ, G. P., and CRISARA, R. P. *Causes of Industrial Peace under Collective Bargaining*. Washington, D. C.: National Planning Assn., 1606 New Hampshire Ave., N. W. 1952. 96 pp. \$1.00. The comprehensive case study of the Lapointe Machine Tool Company of Hudson, Massachusetts, showing how management and labor have progressed to a high quality of industrial peace.

STEWART, M. S., editor. *Strengthening Our Foreign Policy*. New York 16: Public Affairs Pamphlets. 1952 (Dec.). 28 pp. 25c. Analyzes some of the modern problems in the organizational formation and control of U. S. foreign policy that arise from the basic structure of government in its historical, constitutional, economic, political, and military aspects. A summary of a report by a study group of the Woodrow Wilson Foundation.

SURFRIN, C. C., and PETRASEK, F. A. *The Economy of Spain*. New York 16: Foreign Policy Assn., 22 E. 38th St. 1952. 64 pp. 35c. Analyzes the economic potential of Spain and the methods that might be used to modernize the country's economy.

Tunisia, Dangerous Separatism. Washington 6, D. C.: Comité France Actuelle, 119 Eye St., N. W. 1952. 32 pp. Discusses problems encountered.

UNESCO: *Access of Women to Education*. New York 27: Columbia Univ. Press. 1952. 207 pp. \$1.50, paper cover. Presents the facts in regard to women's education in the individual countries and, also, the world aspects of the problem.

UNESCO *Facts: Six Years of Work*. Washington 25, D. C.: Dept. of State, U. S. National Commission for UNESCO. 1952. 18 pp. Free. Summarizes briefly the work of the international organization in the past six years.

VREDEVOE, L. F., chairman. *Michigan North Central Secondary Schools*. Ann Arbor: North Central Committee. 1952. 20 pp. A statistical summary of the data recorded in the annual reports of Michigan secondary schools for 1951-52. Includes data on number and types of secondary schools, enrollments by grades, number of graduates, college education of teachers, library staff, clerical staff, custodial service, salaries, length of school term, length of class periods, pupil teacher ratio, expenditures for libraries, and a list of schools.

Where to Go for UN Information. Washington 25, D. C.: Supt. of Documents. 1952. 40 pp. 15c. Sources of information in the United States about the United Nations and the United Nation's Specialized Agencies.

Young Workers in 1952. New York 16: National Child Labor Committee, 419 4th Ave. 1952. 24 pp. Free. Annual report of the National Child Labor Committee for the year ending September 30, 1952.

Youth and the Community, Part II. New York 38: Community Chests and Councils of America, 8 W. 20th St. 1952. 76 pp. A publication issued by Community Chests and Councils of America, for use by schools, colleges, teachers colleges, and specialized educational institutions in which ideas and suggestions are presented as aids in inaugurating and planning a program of co-operation with local community chests or community welfare councils. It suggests ways in which the work of the social, health, and welfare agencies of a community can be of practical assistance in giving high-school youth the kind of democracy-in-action education a community wants them to have.

COMING CONVENTIONS OF STATE ASSOCIATIONS

FEBRUARY

- February 6-7 Kansas Association of Secondary Schools and Principals at the Town House in Kansas City
- February 7 New York City Junior High-School Principals Association and the New York City Teachers of the Junior High Schools at Hotel Astor, New York City
- February 8-9 Washington Association of Secondary-School Principals at the Olympic Hotel in Seattle

MARCH

- March 5 Delaware Association of School Administrators at the Conrad High School in Wilmington
- March 19 New Jersey Secondary-School Principals Association at Westfield High School in Westfield

APRIL

- April 9-11 West Virginia Association of Secondary-School Principals at the Daniel Boone Hotel in Charleston

MAY

- May 7 Delaware Association of School Administrators at the University of Delaware in Newark
- May 8 New Jersey Secondary-School Principals Association at Rutgers University in New Brunswick

JUNE

- June Virginia Department of Secondary-School Principals at the University of Virginia in Charlottesville

News Notes

PUNISHMENT IN SCHOOLS.—Punishment is one of those abiding problems which has engaged the attention of the greatest minds through the ages. It has a special interest at the present time, but it is mere wishful thinking to imagine that right conduct will result from sympathy and good will in the absence of a system of rewards and punishments. This is as true of school as of society. The French philosopher Guyau held that all education should be directed to convince a child that he is capable of good and incapable of evil in order that he may become good. One of the great arts of education is to win the confidence of those who are being educated and, as every teacher knows, this demands patience, kindness, a ready sympathy, and firm but tolerant guidance. There must always be authority in the background. The London County Council eight-page pamphlet *Punishment in Schools* which has been circulated to governors, managers, and teachers aims at promoting better discipline. The best discipline is impossible without the full co-operation of parents. The key to the problem lies in the home. It is the parent even more than the teacher who is in need of guidance.—*The Journal of Education* (London, England), Dec. 1952.

THE JUNIOR COLLEGE IN CALIFORNIA.—The November, 1952, issue of the *California Journal of Secondary Education* is devoted almost entirely to the subject of junior college education. In addition, there is a review of the Life Adjustment Education program covering a period of seven years and a report on the Teacher Characteristics Study of the American Council on Education. Copies of this issue may be secured for 50 cents each, or better still a subscription for one year from October to May inclusive can be secured for \$3.00. Write to Stanford University Press, Stanford, California.

18 MONTHS INSIDE OF RUSSIA.—"18 Months Inside of Russia," which appeared in the November 21, 1952, issue of *U. S. News and World Report*, is now available in reprint form. Requests for copies should be addressed to U. S. News and World Report, 24th and N Sts., N. W., Washington 7, D. C., which will quote you prices. This is up-to-date, objective information on the U. S. S. R. which should be of value to every public, college, and high-school library.

FILM COUNCIL OF AMERICA ANNOUNCES PLANS.—A Film Preview Project has been launched by the Film Council of America, 600 Davis St., Evanston, Ill., as an aid to community group program planners. The new project will aid group leaders by supplying them with preview prints of outstanding 16mm films of topics of importance to all adults today. It will enable group representatives to preview good films before renting or purchasing them for group use. The program revolves about the immediate establishment of centers in fifty U. S. cities this year, and in five hundred cities next year. Initially, the FCA will set up preview centers in small and medium-sized cities since these communities have found it difficult or almost impossible to purchase and maintain film collections. As of June, 1952, the *Public Library Film Statistics* of the American Library Association Film Office indicated that only 112 public libraries out of over 11,000 in the U. S. were circulating films to their communities and forty-five of those belonged to film circuits because they could not afford to provide the service alone.

The program has received enthusiastic support from the film producers in the 16mm field. Through their co-operation the FCA has secured over 500 prints of outstanding 16mm films which have been placed in the film library in the Evanston headquarters of the Council. During November, 1952, FCA began circulating to these Preview Centers packaged film preview programs under ten major subject headings—Economic Education; Humanities; Health and Safety; Marriage and the Family; International Relations; Religion and Ethics; Political Education; Biography, History, Travel; Children's Films; and films related to the Contem-

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porary National Scene, including business and industry, civil defense, conservation, sociology, and sports. Selection of films for the ten major categories was made after extensive research involving a survey of thirty major public libraries which indicated those films in greatest public demand, as well as the opinions of experts working with films in the specific categories, discussions, and countless previews.

The Film Council of America is a non-profit educational organization, whose general aims are to improve and promote the production, the distribution, and the effective use of audiovisual materials. Further information about this project or the program of the Film Council of America may be obtained from the Council, 600 Davis St., Evanston, Ill.

A NEWSPAPER FOR ASIAN STUDENTS IN THE U. S.—More than 5,000 Asian students enrolled in United States universities from coast to coast received the first issue of a newspaper designed especially for them. Called *The Asian Student*, this new English-language weekly will furnish students with news and feature articles not otherwise available to Asians outside their own homelands. Specially featured will be news of professional and general interest to the young men and women of Asia, who may in the future be leaders of some of the world's most rapidly advancing nations. News of student activities on United States campuses will also be given wide coverage in *The Asian Student*, as a means of promoting exchange of ideas. The paper is being published by the Committee for Free Asia, 2 Pine St., San Francisco 11, Calif., a private non-profit group working to assist people and organizations in Asia in strengthening their own freedom.

ENGLISH SOUND FILMS.—A new 16mm sound film, *The Green Girdle*, has recently been made available by the British Information Services, 30 Rockefeller Plaza, New York 20, New York. Year by year, the boundaries of London march forward, pushing the countryside farther and farther away from the city's inner ring. But, London is surrounded still by a belt of open space, including parks, commons, hillsides, woodlands, and fenlands, thanks to the preservation in perpetuity of this area by the government. Here Londoners can get on a bus and within a short time can forget the hustle and bustle and the jangled nerves and rush of the city in green and peaceful surroundings. This one reel film of 11 minutes rents for \$2.50 and sells for \$90.00 and is obtainable from the British Information Services, 30 Rockefeller Plaza, New York 20, N. Y. Another film entitled "Forward A Century" is also available from the same source. It is a black and white sound film of 30 minutes. It rents for \$3.75 and sells for \$75.00. This film presents a contrasted picture of industrial and social life in Great Britain in terms of the Exhibitions of 1851 and 1951. It is divided into two parts. The first is built up from contemporary prints and engravings of Britain in the second half of the nineteenth century. It begins with the opening of the Crystal Palace on May 1, 1851, by Queen Victoria, and extracts from her diary provide the informative commentary. The story is carried beyond 1851, through the years of Queen Victoria's reign up to her Jubilee, showing Britain becoming the most powerful manufacturing and financial nation in the world.

The burning of the Crystal Palace in 1936 takes one into the 20th century and to the opening of the Festival of Britain in 1951 by Queen Victoria's great-grandson, King George VI. It emphasizes the great changes that have been brought about by oil and electricity; changes that have affected communications, medicine, the home, farming and transport. It then surveys British science and industry today, closing with five scientists, experts in their fields, reflecting on the future and emphasizing the task which faces Britain today: to lend her knowledge and skill to raise the world's standard of living and so to fulfill Prince Albert's hopes of 100 years ago.

MAGAZINES FOR FRIENDSHIP.—Since 1951, Magazines for Friendship, Inc., a non-profit corporation, has been successfully waging a nation-wide campaign to spread the truth about America around the world. This plan for mailing old copies of good American magazines to people abroad has been widely adopted by individuals, organizations, and local communities. Its sponsors believe that "better American magazines are the most effective



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propaganda. They show how we live and think. They reflect the rewards to the individual citizen of our freedom and democracy. They counteract Communism and Anti-Americanism abroad; they are more valuable than guns and bullets if we get them overseas." For a listing of magazines and further information address Magazines for Friendship, Inc., c/o Pasadena Chamber of Commerce, 164 North Euclid Ave., Pasadena 1, Calif.

RECENT SRA FILMSTRIPS.—A new 55-frame filmstrip, *What Are Your Problems*, has been produced by Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill. Third in a special filmstrip series, this visual aid is based on results of a survey of 20,000 teenagers throughout the country. It is designed for use in guidance and teacher-training activities. It points out the chief difficulties that face youth today, discusses possible solutions, and shows that these personal, social, and scholastic problems worry young people everywhere. Previous Life Adjustment Education filmstrips produced by Science Research Associates are *You and Your Mental Abilities* and *Discovering Your Real Interests*. The full set is available for \$10.00—purchased singly, filmstrips are \$3.50 each.

WORK-STUDY PROGRAMS.—Co-operative engineering education, in which students alternate work and study, can assure a plant a good supply of engineers, according to *Factory Management and Maintenance*, McGraw-Hill publication. Employing co-ops is a good way to recruit new engineers because the company can pre-test the man before hiring him permanently, and it can be the first to offer him a job upon graduation, the magazine points out. If it employs him permanently, the company has an engineer already trained for that particular plant—familiar with the company's personnel, operations, and philosophy.

Students working under the plan are good employees, too. In most schools, a pair of students holds down one job; one works while the other studies. Such students work hard, according to the magazine. They must give strict accounting to the school of what they do on the job, and the company's report on their work has an important bearing on their grades.

A plant also benefits considerably from the direct contact with engineering schools. The student takes back to school some of the company's problems, where discussion may well offer a solution. And the interchange of ideas between school and industry keeps the college aware of industry problems. Companies employing co-ops are enthusiastic. Co-operative programs, called "Educational heresy" when they were introduced at the University of Cincinnati in 1906, have been adopted by more than thirty high ranking colleges and universities. It is estimated that more than ten per cent of all engineering students now are enrolled in them.

The entire program takes five years, with the student spending as much time in school as a regular four-year graduate. On-the-job students are treated as regular employees. Most companies put co-ops on the regular payroll and grant them leaves of absence during their school periods, which means that they come under any pension or insurance plans the company may have.

SHAKESPEARE FILM.—The availability of a new twenty-minute 16mm sound film on the Shakespearian stage is announced by the University of California. Titled *Shakespeare's Theater: The Globe Playhouse*, and narrated by Mr. Ronald Colman, the film describes the playhouse and shows how it was used in the presentation of some of William Shakespeare's Plays. To demonstrate the stagecraft conventions of the period, use is made of excerpts from the plays *Julius Caesar*, *Twelfth Night*, *Romeo and Juliet*, *Hamlet*, and *Macbeth*. The film also contains a short sequence from the J. Arthur Rank film, *Henry V*. Further information concerning the availability of the film can be had by writing the University of California, University Extension, Los Angeles 24, Calif.

FRESHMEN STUDY HOW TO STUDY.—At the Moravia Central School, Moravia, New York, English, social studies, and science teachers collaborate to help pupils with the chief occupation of students—studying. The school has introduced a group guidance project for ninth-grade pupils so that they can make good study habits "second nature" throughout

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their high-school careers. During the three-week unit, the science, social studies, and English departments each devote two class sessions to "how to study" topics. Among the points they cover are: reasons why pupils have to study, when and how long to study, finding a suitable place to concentrate, understanding assigned reading, carrying out written assignments, and how to take tests. For each lesson, pupils read in class from SRA's *Study Your Way Through School*, by C. d'A. Gerken. Then they discuss what they've read and share ideas about techniques that have helped them study better (such as preparing half of the day's assignment before class, and then half of the next day's right after class).—*Guidance Newsletter*, November, 1952.

KOREAN BACKGROUNDS.—International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4, Ill., announce release of a new 17-minute sound film, *Korean Backgrounds*, photographed by American cameramen in the period following World War II and just before the present conflict. Documentary in form, it traces the history and social economy of the people from 17th century domination by China to the present. This is not a war film. However, it points out why liberation from the Japanese in 1945 led to division of the country at the 38th parallel into two parts, each having opposite ideologies.

The film shows how Japan used Korea for her own profit, building excellent railways and electric power facilities to aid export of assets while keeping the Koreans bound to bare subsistence and continuation of 17th century methods. This is illustrated by mud houses, thatched roofs, primitive farming, manufacturing and distribution methods. The question is posed, "When peace comes, what will be the lot of the Korean people?" The 17-minute black-and-white film is available to film libraries, University Extension Divisions, Public Libraries, organizations, and individuals at a sale price of \$75 per print (rental \$5.00).

ART EDUCATION YEARBOOK.—Another Yearbook of The Eastern Arts Association is ready for distribution and is available for purchase by non-members. Already more than 2,000 copies have been mailed to members of the Association and to those schools, museums, and libraries which have placed standing orders. The title of this 1952 edition is *Art Education in a Scientific Age*. This 112-page volume presents points of view, activities, and methods, consonant with the times. In it the reader will not find ready-made answers to problems posed by our scientific age; rather, he is stimulated to engage in further personal search for those solutions that will best meet his needs, in terms of the children and youth that come under his direction at this, the most crucial epoch in western culture.

Part I includes three of the major addresses delivered at the 40th Convention of The Eastern Arts Association at Atlantic City in April 1952; "From Atom to Adam," "The Frontiers of Science," and "The Challenge to Art in a Scientific Age." Parts II and III include the official report of the Association's activity and business. A limited number of this edition is now available to non-members at \$3.00 a copy. Orders should be sent to: Mrs. Lillian D. Sweigart, Secretary, Eastern Arts Association, State Teachers College, Kutztown, Penna.

TRAFFIC SAFETY POSTER CONTEST.—Now underway is the 9th Annual AAA School Traffic Safety Poster Contest. A total of \$2,275 in prizes is being offered for the best posters submitted illustrating the ten Safe-Walking Rules. Ten of the best posters submitted are reproduced and distributed to elementary-school teachers for use in their classroom safety lessons. Over 183,000 of these will be distributed monthly this year. All entries must be postmarked not later than midnight March 16, 1953 and sent to: Poster Contest Headquarters, American Automobile Association, Pennsylvania Ave. at 17th St., Washington 6, D. C. Write to the above address for full particulars.

FOURTH EDISON FOUNDATION INSTITUTE.—Seventy-five participants representing key industrialists and educators heard addresses by outstanding speakers at the Fourth Edison Foundation Institute, co-sponsored by the Edison Foundation and the New Jersey State Department of Education, and held recently at "Glenmont," Thomas Edison's home in Llewellyn Park, West Orange, New Jersey.

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OCCUPATIONAL OUTLOOK PUBLICATIONS.—The U. S. Dept. of Labor, Washington 25, D. C., has recently published a list of pamphlets and other releases dealing with the various occupations that are available from different government agencies. Write to the above address for the list entitled "Occupational Outlook Publications."

AIDS FOR THE HOMEMAKING CLASS.—The National Cotton Council announces release of a new sound film, *One Third of Your Life*, which shows how to make a bed in three minutes. Dramatizing the benefits of clean sheets for restful sleep, the movie demonstrates how efficient housekeeping techniques lighten the work involved in a freshly made bed. A simplified new bedmaking method is explained, step by step, along with a series of washing and ironing short-cuts devised by home economists. The 16mm film, which runs 12 1/2 minutes, is being released in full color for showing by schools and other civic groups. Prints are available on loan from the National Cotton Council, 271 Church Street, New York 13, N. Y.

A FILM ON THE EARLY AMERICAN PRESS.—The story of America's 18th century newspapermen, who pioneered a free press and helped shape public opinion for revolution, is told in *The Colonial Printer*, Colonial Williamsburg's new 16mm color film which has recently been released nationally on a rental basis of \$4.00 for the 1st day, \$2.00 for the 2nd day, and \$1.00 for each additional day plus postage. The film may also be purchased outright for \$76.00.

Through the eyes of a printer's apprentice, *The Colonial Printer* goes back to the eve of the American revolution, when the entire newspaper profession totalled a few dozen hardy men who also handled public and private printing jobs, sold stationery, books, and sundries and carried on a running battle with the authorities over the right to print news and opinion. In 25 minutes of running time, the film describes what sort of men they were, how they learned their profession, from where their income came, and how they influenced the other people of the community. The film focuses on one 18th century newspaper, Williamsburg's *Virginia Gazette*, to tell how these men did their jobs. Most of the footage was shot in the restored Colonial Printing Office to show the laborious hand-printing methods and cumbersome equipment that turned out the news about the Boston Tea Party, about the Battle of Lexington, and about the Declaration of Independence. Using an historic event in Williamsburg as an illustration, the film shows, as well, how news was covered and written up and how the paper was distributed. For information about this film write to Colonial Williamsburg, Williamsburg, Va.

PERSONAL ADJUSTMENT.—Teachers can plan a complete course in life adjustment education using a single book. *About You*, a combination workbook and textbook for junior and senior high schools, has just been published by Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill. This illustrated paper-bound booklet is a course in personal and social adjustment and is particularly suitable for family living and home economics classes, for general guidance in homerooms, and for guidance classes and units. This is Volume I of a planned two-volume series and covers such topics as developing a healthy personality, getting along with one's problems, and planning for the future. Volume II will deal specifically with marriage and family living.

About You is based on the theory that teenagers will more readily accept the ideas and suggestions of their contemporaries and so attempts to stimulate group discussion and interest by such methods as self-appraisal charts, quizzes, case studies, and thought questions. Suggested class and group activities and a list of related reading materials are also included. Individual copies sell for 96 cents, 10 or more cost 72 cents each. Other recent publications of this company are: *You and the Draft* (information about selective service procedure and why we have the draft), *Exploring the World of Jobs* (a discussion of the many different kinds of jobs and the special skills and training they demand), *Helping the Gifted Child* (how adults can discover and help those youngsters who have superior ability), *Your Safety Hand-*

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book (practical discussion of everyday safety problems—at home, at school, at play), *When Children Face Crises* (how parents and teachers can help children deal effectively with the crises of illness, death, divorce, and war that disrupt the pattern of everyday family living), and *Exploring Your Personality* (an opportunity for pupils to learn more about their personalities through their interpretation of pictures). These pamphlets are 40 cents each.

ASPIRATION: STATEHOOD.—The only two incorporated territories of the United States—Alaska and Hawaii—are asking for statehood. What are these two territories like? Who are their people? What are their resources? Should they be admitted to the union? These questions are surveyed in the New York Times current affairs filmstrip for January, *Aspiration: Statehood*. This 55-frame filmstrip is a graphic report illustrated with photographs, maps, and charts which traces the story of these territories. The filmstrip is divided into two main sections, the first dealing with Hawaii and the second with Alaska. The first part of each of these sections deals with the history, geography, people, and economy of the territory and the second part traces the arguments for and against statehood. A teachers' discussion manual, with an introduction to the topic, a reproduction of each frame, and additional data on each frame, accompanies the filmstrip.

Aspiration: Statehood is the fourth of eight filmstrips in this season's New York Times current affairs filmstrip series. The entire series of eight filmstrips is available for \$12.00, including back issues; individual filmstrips are \$2.00 each. They are available from Office of Educational Activities, The New York Times, Times Square, New York 36, New York.

A NEW PUBLICATION.—*Six Years of Work* is the first in a new series to be issued by the U. S. National Commission for UNESCO, Called "UNESCO Facts." It is a concise review of UNESCO's early years, with a more detailed report on activities during 1951, and the approved budget for 1952, together with other miscellaneous information on the organization. The publication is free and available in limited quantities from the UNESCO Relations Staff, Dept. of State, Washington 25, D. C.

A TOOL TO FIT A SPECIAL NEED.—*Subject Headings for Children's Materials* is a book published by the American Library Association, 50 East Huron St., Chicago 11, Ill. This book of 240 page (\$4.00) was particularly designed to fit the needs of school and children's librarians. There are several subject headings lists available for both large and small general and special libraries. The book is intended for use by the school or public librarian wherever he or she brings together material for use by children from the elementary through the junior high-school level. It, consequently, allows for needed modifications. A section of the preface is helpfully devoted to "Suggestions for Use of This List."

COLORSLIDES.—Southern Colorslides, 2330 Beecher Rd., S. W., Atlanta, Ga., has a number of interesting 2 x 2 colorslides which it is offering to clubs and other organized groups. The slides in these programs are Kodachromes. Sets vary from 15 to 50 slides and are rented at the rate of 10 cents per slide. Sets include "Charm Spots in Florida," "Florida's Animal Farms," "Flowers and Trees in Florida," and "Thomas Edison Botanical Gardens." For a complete list of sets and information concerning rental write to the above address.

SUMMER SCHOOLS AT BRITISH UNIVERSITIES, 1953.—University summer schools will be held in 1953 for students from the United States, Britain, and other countries. The courses are intended for graduate students, teachers, and qualified undergraduates. The schools will be held by the following universities:

1. *University of Birmingham* (to be held at Stratford-Upon-Avon under the joint auspices of the University's Shakespeare Institute and the department of Extra-Mural Studies)

Subject—*Shakespeare and Elizabethan Drama*

Date—July 4 to August 15

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2. *University of London* (to be held at the London School of Economics and Political Science)

Subject—*Britain's Economy in the Atlantic Community*

Dates—July 13 to August 21

Fees—inclusive fees for board, residence, tuition, and excursions, £63 (\$176.40)

3. *University of Oxford*

Subject—*Literature and Politics in the Twentieth Century*

Dates—July 3 to August 14

Fees—inclusive fees for board, residence, and tuition, £72 (\$201.60)

4. *Scottish Universities* (to be held at the University of Edinburgh)

Subject—*The Development of Modern Western Civilization*

Dates—June 29 to August 8

Fees—inclusive fees for board, residence, tuition, and excursions, £66 (\$184.80)

The courses may be credit earning, but the student must arrange this with his own university authorities, and he may then claim the credits with a certificate issued by the British university. The courses will comprise a minimum of 10 hours' class work a week, in addition to time spent on individual work. Passages will be reserved for applicants who are successful in securing admission to one of the courses. A limited number of grants will be made to cover part of the fees. Only well-qualified students, who genuinely need such aid and who would not otherwise be able to attend a Summer School in Great Britain, should fill out the award application blank, which may be obtained on special request.

Illustrated booklets giving full details about the courses and application blanks may be obtained on request from the Institute of International Education, 1 E. 67th St., New York, N. Y., or from British Information Services. Completed applications must be received by the Institute of International Education not later than April 10, 1953.

NEA ANNOUNCES \$5 MILLION BUILDING PROGRAM.—A \$5 million building program by the National Education Association was announced by Dr. William G. Carr, Executive Secretary of the Association. Construction on a new addition to the present NEA headquarters is expected to start in the Spring of 1953. Building plans call for the addition of a modern eight-story office building on the site now occupied by a garage in the rear of the present headquarters. The front of the building will be reconstructed to harmonize with the rest of the educational center. The NEA hopes to complete the building program and have it in operation by 1957, the year in which the NEA will celebrate its 100th anniversary. The professional organization was founded in Philadelphia in 1857. The building program will be financed in large part by increasing the membership, both regular and life; through memorial gifts; and by individual contributions of school teachers and other citizens throughout the country.

FIVE NATIONAL GROUPS UNITE TO IMPROVE QUALIFICATIONS OF TEACHERS.—Five national groups in the field of education itself have created a voluntary agency to maintain at high standards the qualifications of teachers in the United States. The agency, known as the National Council for Accreditation of Teacher Education, will promote plans for improving the preparation of teachers in the universities and colleges. The 21 members of the Council represent universities and colleges, state departments of education, classroom teachers and administrators, and boards of education. The actual activation of the Council as an accrediting agency will take place on July 1, 1954. Among the goals to be achieved by the National Council are national recognition of teaching as a major profession, and the provision, at all institutions preparing personnel for this profession, of programs, facilities, and other resources adequate to insure professional competency. The council will formulate standards for teacher preparation through continuous research and upon the recommendations made by all organizations concerned with improving the preparation of teachers. It will devise ways and means of evaluating teacher preparation and of applying

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the standards adopted by the Council upon the request of institutions getting teachers ready for the profession, or upon request of the state authorities responsible for the accreditation desired by the institution.

NEW QUARTERLY JOURNAL.—The Department of Audio-Visual Instruction of the National Education Association announces the beginning of a new professional and research quarterly for those interested in communication. The new publication, which makes its appearance February 1, 1953, will be published under the name, *Audio-Visual Communication Review*. Each issue will contain information covering: summaries and analyses of research in the field of audio-visual communication and related fields; theoretical and analytical articles of general concern to persons professionally interested in the field of audio-visual communication; listings of current proposed research projects including theses and dissertations, book reviews, films, television, and radio reviews. Annual subscription for this 64-page quarterly is \$3 to DAVI members and \$4 to non-members. Send subscription to: Dept. of Audio-Visual Instruction, NEA, 1201 16th St., N. W., Washington, D. C.

FASHION SCHOLASTIC AWARDS.—A national competition to choose the winners of the first Forest City Fashion Scholastic Awards for college study in dress and textile design will be held between now and March 1, 1953, the Forest City Manufacturing Company of St. Louis, sponsor of the Awards, announced to high-school principals throughout the country. The Awards were instituted by the Forest City Manufacturing Company, one of the country's largest dress manufacturers, to encourage more young people to go into fashion design as a career. Both Awards provide full tuition scholarships for two years. The winner of the dress design Award will attend Washington University School of Fine Arts, St. Louis. The winner of the textile design scholarship will go to the Rhode Island School of Design, Providence, Rhode Island. Seniors or graduates of fully accredited high schools are eligible to compete, and college students may apply on a transfer basis. Applicants must be able to meet admission requirements at these colleges. Both men and women may apply.

Application blanks and rules for entries, which require submission of original sketches of either dresses or fabrics, will be available through high-school principals and teachers of art and economics. Entries must be mailed, no later than midnight, March 1, to the Fashion Scholastic Awards Committee, Forest City Manufacturing Co., 1641 Washington Ave., St. Louis 3, Missouri.

CONVENTION OF DEPARTMENT OF RURAL EDUCATION.—"Education for Leadership in Rural Community Life" is the theme for the annual meeting of the Department of Rural Education of the National Education Association to be held at the Ambassador Hotel, Atlantic City, February 14-16, 1953. Richard Lomen, Iowa State College, will address department members at a luncheon, February 14. His subject will be, "Foundations for Rural Living." A panel representing school administrators, classroom teachers, agricultural colleges, and high-school students will discuss aspects of the conference theme. Panel leader will be Lois M. Clark, assistant director, NEA Division of Rural Service. Paul Boggs, supervisor of school transportation, in the state department of education, Charleston, South Carolina, and president of the Department's Division of School Transportation, has announced the Division's annual meeting for Wednesday morning, February 18. The Division will consider ways and means of evaluating the school transportation program. They will also discuss the Department of Rural Education's forthcoming 1953 yearbook, which is to be on school transportation.

TEACHERS ASK OPPORTUNITY TO TEACH VITAL ISSUES TO AMERICAN YOUTH.—Protests that many teachers are not given an opportunity to teach American children and youth about vital issues of the day were voiced by educators attending the 32nd annual meeting of the National Council for the Social Studies, a department of the National Education Association. More than 1,000 high-school and college teachers from all parts of the country were in attendance including instructors in history, geography, economics, and

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sociology as well as representatives of organization in those fields. Educators agreed that the nation's schools and colleges must prepare pupils for the responsibilities they will face as adult citizens. The basic task confronting teachers today, they said, is to teach youngsters how—not what—to think.

ILLINOIS STATEWIDE TEST PROGRAM OFFERS NEW SERVICES.—The Bureau of Educational Research Unit on Evaluation, whose Director is Professor J. Thomas Hastings, has announced that two additional services have been instituted this year by the Illinois Statewide High School Testing Program. This voluntary program, participated in by over 500 high schools in the state, involves the administration of tests of learning ability and the basic skills of reading and writing to pupils in their junior and/or senior years. The new services offered this year are as follows:

1. There will be an indication on the Report of Scores of each pupil who appears to be working considerably below or considerably above the level of his ability. Frequently much can be done for the bright pupil who is not working as effectively as he might if he is taken early and helped.
2. The school will be notified if the paper of a pupil indicates that he has been unable to complete the test or if it appears that for some other reason the test results might be misinterpreted. A special check in the processing procedure has been included to detect every such paper. A lack of knowledge concerning the completeness of the test paper has previously been one of the problems in interpreting program test results and this new service is being offered to overcome this difficulty.—*Newsletter*, November, 1952, College of Education, University of Illinois, Urbana.

CLEVELAND TO BE HOST TO 1953 ASCD CONVENTION.—Approximately 2,000 educators are expected to be in attendance at the eighth annual convention of the Association for Supervision and Curriculum Development of the National Education Association, scheduled to meet in Cleveland, February 8-12, 1953. The convention theme is "Uniting Forces to Improve Education."

Plans call for approximately 70 study groups to discuss seven major areas related to improving education. Among the subjects to be discussed are: social and civic confidence, creative and esthetic living, communication skill, healthful living, moral and spiritual values, family living, and economic confidence. Other meetings and functions during the conference are planned by the following groups: National Council for Elementary Science; John Dewey Society; American Association of School Librarians; Professors of Curriculum, Instruction, and Supervision; New York University Alumni; Teachers College, Columbia University Alumni; and several state ASCD associations.

MY TEACHERS ARE NOT INTERESTED.—Seven simple suggestions for arousing faculty interest are discussed in the November 1952 issue of *The Administrator's Notebook*. These are: (1) Lack of interest can be, but usually is not, a symptom of professional deace; (2) Lack of interest may be a symptom of internal friction and factionalism in a faculty; (3) Lack of interest may be a symptom of directives; (4) Lack of interest may be a symptom of emphasis on the wrong need; (5) Lack of interest may be a symptom of the administrator's domination; (6) Lack of interest may be a symptom of low morale in areas outside the classroom activities that the administrator would like his teachers to study; and (7) Lack of interest may be a symptom of the policies of an administrator's predecessor. Also are listed the following eight questions which the administrator should ask himself: (1) Do I really have confidence in the ability and judgment of my teachers? (2) Do I try to think for my teachers even while I'm asking them to think for themselves? (3) Do I believe that my teachers' ideas and opinions are at least as important as my own? (4) Do I work with my teachers or do I simply tell them what they must do? (5) Am I really acquainted with what my teachers believe to be their problems? Do I offer them any encouragement to work on these? (6) Have I done my best to promote better salaries and working conditions? (7) Am I

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setting an example of professional growth for my teachers by growing professionally myself? What evidence can I show, in terms of study and activities, that I have grown professionally during the past two years? (8) If I were a teacher in this school system, could I truthfully say that I had any part in determining its policies?

1953 DAVI CONVENTION TO BE HELD IN ST. LOUIS.—The 1953 convention of the Department of Audio-Visual Instruction of the National Education Association will be held in St. Louis, February 24-28, instead of Norman, Oklahoma, as originally announced. Major topics to be discussed during the conference include: the role of instruction materials specialists in curriculum development, social implications of mass media, programming for educational TV, accreditation of schools and colleges, and audio-visual developments in other nations. A film preview and discussion program featuring outstanding film or films are scheduled for the opening session of the meeting.

JUVENILE DELINQUENCY.—"One of the principal reasons why we don't have adequate services for the care and treatment of delinquent children is that there has not been a sufficient understanding on the part of the public of what it means to a child to be treated as if he were a criminal," Dr. Martha M. Eliot, Chief, Children's Bureau, says in the December issue of *The Child*, periodical of the Children's Bureau, Federal Security Agency. Problems facing the police, judges, training schools, and others dealing with juvenile delinquents are discussed in this issue of *The Child*. Leo B. Blessing, Judge of the Juvenile Court, Parish of Orleans, New Orleans, La., writes: "Not many people would be willing to gamble their whole life earnings on the flip of a card, but many communities are taking just as great a chance when they permit the whole future lives of many of their children to be decided by a poorly trained, inadequately staffed, and weakly led juvenile court."

Stephen H. Kneisel, who, as executive director of the Essex County School, Newark, N. J., works in a home that provides temporary detention for delinquent children, says that badly handled detention facilities may result in "an experience that sometimes drives children to emotional outbursts bordering on the psychotic, or even to attempts at suicide. The community and its agencies have not yet begun to understand fully the injustices ignorantly committed against children in this way." Subscriptions to this monthly magazine may be placed with the Superintendent of Documents, Washington 25, D. C., at \$1.25 per year.

NEA TRAVEL DIVISION ANNOUNCES 1953 SUMMER TOUR PROGRAM.—The Travel Division of the National Education Association announces a summer program of tours to most sections of the United States, Alaska, Hawaii, Canada, Mexico, South America, West Indies, and Europe. A folder describing the 1953 travel program is now available. The Travel Division has prepared this year, for the first time, a packet of background materials on educational travel for use in school faculty meetings. The packet includes: listing of colleges co-operating on 1953 summer tours; courses for which credit is granted and number of credit hours to be earned by participation; a summary of talk given by Dr. Frank Hubbard, director of the NEA Research Division, on "Practices on the Awarding of Credit for Educational Travel;" a report on recent survey made of 1952 summer tour members relative to credit for NEA tours toward salary increments and college degrees; and report of fall meeting of the National Council for Educational Travel held in Denver. For detailed information, write the NEA Travel Division, 1201 16th St., N. W., Washington 6, D. C.

ARTICLES TO READ.—Following are a few articles which have appeared in recent magazines which are of interest to secondary-school administrators. The title of each article is followed by the name and the month of the magazine in which it appeared with the page reference.

"The Modern High School Serves America" by Will French, *North Central Association Quarterly*, October, 1952, pp. 193-203.

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"How Successful are Today's Secondary Schools?" by Robert S. Gilchrist, *North Central Association Quarterly*, October 1952, pp. 204-219.

"The Layman's Stake in Education" by Harvey, Horton, and Roberts, *North Central Association Quarterly*, October 1952, pp. 220-229.

"Problems of Instruction in the Secondary School—Reading," *The High School Journal*, October 1952, entire issue. The November 1952 issue is on "Discipline."

"The Relation of Mathematics to the Core Curriculum" by Henry S. Jansen, *The Mathematics Teacher*, October 1952, pp. 427-435.

"Recommended Changes in Athletic Policies" by Norman Burns, *School Review*, December 1952, pp. 511-518.

"Next Steps in Improving Secondary Education" by Ralph W. Tyler, *School Review*, December 1952, pp. 523-531.

"The Role of General Education in Articulation" by Paul L. Dressel, *Junior College Journal*, November 1952, pp. 131-144.

"Continuous Education for Varying Needs and Abilities" by George J. Kabot, *Junior College Journal*, November 1952, pp. 154-163.

"That They May Know Why: McKinley High School, Washington, D. C., faculty worked out a philosophy that can be publicized to students and patrons" by Charles E. Bish, *The Clearing House*, November 1952, pp. 172-174.

"The Future of General Education" by Earl J. McGrath, *School Review*, November 1952, pp. 460-466.

"The Teaching of Psychology in High School: A Review of the Literature" by Kenneth Helfont, *School Review*, November 1952, pp. 467-473.

"Help Wanted!" by William G. Carr, *NEA Journal*, December 1952, pp. 553-557.

"We Get to Know Joe" by Malcolm B. Keck, *NEA Journal*, December 1952, pp. 562-563.

"The Problem of the Adolescent" by Henry C. Lindegren, *The Clearing House*, December 1952, pp. 195-202.

"Journalism: Ragged and Underfed Stepchild" by Dorothy Cathell, *The Clearing House*, December 1952, pp. 236-241.

EFFECTS OF MOBILIZATION ON SCHOOLS.—The October, 1952, *Research Bulletin* of the National Education Association deals with the status of city school systems in the United States after the Korean conflict had been underway for nearly two years. Among the important problems studied were: school housing; school finance; teacher personnel; pupil personnel; curriculum and school services; and the school and the public. The findings of this study reflect the ability of schools and communities to make valid adjustments to fast-changing conditions, even in the face of great odds. "For the nation's schools as a whole," the report concludes, "it seems clear that the gains of the past two years outweigh the losses." This interesting research report entitled *The Effects of Mobilization and the Defense Effort on the Public Schools* is good reading for educators and laymen alike. Copies are available at 50 cents each from the NEA, 1201 16th St., N. W., Washington 6, D. C.

THE EXPERIMENT WAY.—This is a plan by which an internationally-minded person may go abroad not just to see a country but to learn to know its people. During the past two decades the Experiment in International Living has provided some 5,000 students with the way to make enduring friendships in twenty-five countries in Europe, Asia, and the three Americas. Under this plan, each individual has the opportunity to live half the summer as a member of a selected family in another country.

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OCCUPATIONAL OUTLOOK HANDBOOK.—This, the second edition, 1951, of the Occupational Outlook Handbook, has been completely revised to show the effects of the defense mobilization program on employment opportunities in all industries and occupational described in the first edition which was published in 1949. The handbook contains comprehensive coverage of the major occupations of interest in guidance, with reports on each of 433 occupations; broad framework of the trends in population, industries, and occupations; trends and outlooks are emphasized to depict the changing nature of occupational and industrial life; visual aids are used throughout. The handbook may be purchased from the Superintendent of Documents, Washington 25, D. C., at \$3 a copy.

A DOCUMENTARY FILM.—The Bates Fabric Film Library, 13 E. 37th St., New York 16, N. Y., has a new film entitled *The Disciplined Story* which tells a factual story of a whole new race of fabrics that are "made to behave." Much of the film was made on location in Bates' Maine laboratories and mills. The film shows development of these completely new fabric constructions. It is in full color, narrated by Ed Thorgersen famous newsreel, radio, and TV announcer. This film, running time 14 ½ minutes, will fit any standard 16mm sound motion picture projector. It is available on a free-loan basis for showing by schools or classes.

LETTERS EDUCATE YOUTH ABOUT UNITED NATIONS.—A novel form of education about the United Nations, with features that appeal to stamp collectors, is now being executed by Louise Jackson Wright, director of public relations at Finch College, 52 E. 78th St., New York, New York. Mrs. Wright is attending meetings at the U. N. headquarters and writing a series of letters this school year to young people throughout the United States and in some foreign countries. Her letters emphasize informality in the presentation of news about the United Nations and are liberally illustrated with photographs of persons she meets in the various delegations and Secretariat divisions. Each letter begins with a personal salutation and is mailed at the United Nations Post Office in an individual envelope addressed to the recipient's home. UN stamps in a variety of denominations are used on the envelopes, the first which bears the 5 cent commemorative-marking the UN's seventh anniversary. On her list to receive letters are many adult, as well as youthful, philatelists who like to collect UN stamps in this way. There is a small charge to cover cost of stamps, stationery, and her own efforts.

Entirely impartial in her reports and observations, Mrs. Wright refrains from taking sides on issues and avoids propaganda of any kind. Her purpose is to spread knowledge about the UN and stimulate interest in its ideals and goals. She reports interviews on non-controversial topics with delegates and Secretariat and their families, especially the children, whose photographs appear in the letters' margins. The Special Services Division, Department of Public Information of the UN, checks her letters for accuracy before they are mailed, although the project is not an official UN one. Mrs. Wright endeavors to combine human

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YOUNG WORKERS IN 1952.—Employment of school-age boys and girls in 1951-1952 continued at a high level, though considerably below the wartime peak of 1944-1945. Census estimates fluctuate from month to month due to seasonal employment and sampling variations, but roughly they show about 2,000,000 young people, 14 to 17 years inclusive, working in full-time or part-time jobs during the school year—and an additional 1,000,000 during the summer vacation months. This high rate of employment indicates the need for vigilance on the part of those responsible for determining and enforcing the legal standards under which children work. It also suggests the need for evaluating programs for the training and supervision of young workers. Work experience can be an important factor in a child's progress towards maturity. By setting standards that will permit young workers to engage only in suitable jobs and under suitable conditions, good child labor laws can help insure worthwhile employment. Important points to be considered in judging the significance of 2,000,000 boys and girls under 18 years in our labor force are: whether their employment interferes with their schooling, what kind of jobs they hold, and how many hours they are working. The Decennial Census of 1950 when available, giving detailed occupational data by age groups for each state, should throw light on these aspects of youth employment.—*The American Child*, November 1952.

READING CLINIC.—The director of the Reading Clinic at Temple University has announced that the faculty for the 1953 Reading Institute entitled *Curriculum Approach to Reading Instruction* will include more than one hundred specialists in the field of reading instruction. Widely known guest speakers will lecture, demonstrate, and serve as consultants during discussion meetings on reading and related topics. Included among these will be Daniel A. Prescott, Director, Institute for Child Study, University of Maryland; William P. Sheldon, Director, Reading Laboratory, Syracuse University; Linda C. Smith, Assistant Professor of Education, Cortland State Teachers College; Paul Witty, Director, Psycho-Educational Clinic, Northwestern University; and Nancy Larrick, Education Director, Random House.

In addition to the laboratories, demonstrations, and evaluation sessions, the following general themes will be developed to guide the daily meetings: Planning Reading Programs; Promoting Language Growth—Basal and Experience Approaches; Word Perception and Recognition; Concept Development; Instructional Materials; and Differentiated Guidance. For specific information about the Institute, write to: Emmett Albert Betts, Director, The Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

ILLEGAL CHILD LABOR.—A review of reports on child labor violations by Federal and state labor departments indicate that even where the law establishes good standards, many school-age children are employed illegally under conditions prejudicial to their health and welfare. Federal regulations, for example, set (1) a minimum age of 16 years for employment during school hours; (2) a 14-year minimum age, hour and night work regulations for non-manufacturing work outside of school hours; and (3) an 18-year age minimum for hazardous occupations. (Only the first provision applies to agriculture.) Despite strong efforts to enforce this law, in 1951 the U. S. Department of Labor found more than 7,000 minors illegally employed. This was nearly a third of all minors working in the establishments which were investigated. Of the 7,310 minors illegally employed, 2,592 were under 14 years of age (321 of those were under 9); 3,201 were 14 or 15 years; and 1,517 were 16 or 17 year olds employed in hazardous occupations.

The highest percentage of under-age children found working was in logging operations, where 99 per cent of all employed minors were working illegally. Next came agriculture with 89 per cent illegally employed. Other industries with a relatively high proportion of illegally employed minors were sawmills, planing and plywood mills, bottled soft drinks, waste

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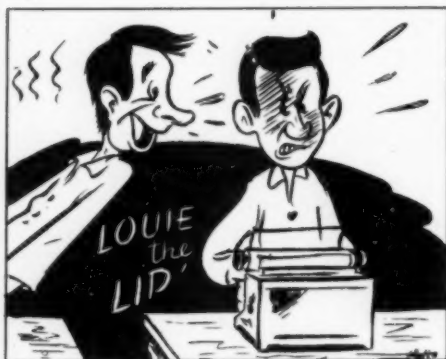
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materials, newspapers (not including carrier boys), highway transportation and warehousing, and laundries, cleaning, and related services. The high per cent of violations in agriculture is influenced by the fact that, after agriculture was brought under the law in January, 1950, investigation efforts were concentrated on crop harvests where children are traditionally employed. Inquiries of state labor commissioners as to the adequacy of their staffs for child labor inspection bring an almost uniform answer that they are not equipped to do a thorough enforcement job.—*The American Child*, November 1952.

CELEBRATION OF BOY SCOUT WEEK.—Almost three million members of the Boy Scouts of America will celebrate their 43rd anniversary from February 7th to 14th, 1953. During *Boy Scout Week* schools, churches, and civic organizations will join with the Scouts in observing this significant occasion. Many elementary and junior and senior high schools will wish to develop special Scout programs, exhibits, and demonstrations to focus attention on citizenship participation for youth. For suggestions for *Boy Scout Week* activities in the schools contact your local Scout Council or write to Boy Scouts of America, 2 Park Ave., New York 16, N. Y.

SAFETY IN FAMILY LIVING.—A final edition of *Safety in Family Living* has just been published by the Commission and the NEA department of Home Economics. A tentative edition was distributed to 1,500 teachers of home economics early in 1951. Following review and experimental use in their schools, these teachers submitted comments and suggestions on the manuscript. Many felt that the bulletin—which outlines dangers and suggests safe practices and learning experiences in connection with all phases of safety in the home—will be of great value to those concerned with home-making education. The 24-page bulletin can be obtained from the National Education Association, 1201 Sixteenth St., N. W., Wash-

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ECONOMIC STATUS OF TEACHERS.—The Research Division of the National Education Association, 1201 16th Street, N.W., Washington 6, D.C., has recently released a 26-page report on the *Economic Status of Teachers in 1952-53*. This report, available at 25 cents a copy, presents the latest figures on consumer prices, purchasing power of the dollar, teachers' salaries, earnings of other economic groups and the impact of Federal income taxes. The discussion can be readily held to a minimum as the tables and the charts are largely self-explanatory.

SUMMER SCHOOL IN NORWAY FOR AMERICAN STUDENTS.—The University of Oslo will hold its seventh summer session from June 27 to August 8, 1953. While designed for American and Canadian students who have completed at least their freshman year in an accredited college or university, the Summer School is open to English-speaking students of other nationalities. A special feature of the 1953 session will be an Institute for English-Speaking Teachers (open to all nationalities), similar to the ones held in 1951 and 1952.

Courses of study include (a) a general survey of Norwegian culture for all students; (b) the Humanities—selected courses in Norwegian history, language, literature and arts, human geography and polar exploration; (c) social studies—special courses conducted by University professors, government officials, and representatives from industry in various phases of Norwegian political, social, and economic problems; and (d) educational system of Norway—lectures, seminars, and field trips.

The University of Oslo will issue a certificate to everyone who satisfactorily completes either the Summer School or Teachers Institute course. Six semester-hour credits may be earned during the six weeks' course, but *all students* will be expected to complete the assignments and take the examinations in each class in which they enroll, whether they intend to transfer credits or not. The University is on the list of foreign institutions approved by the United States Veterans Administration.

The University is prepared to house 200 single students at the Blindern Students Hall and about 20 married couples in private homes in Oslo. Classes will be held at the University's new Science Building, also at Blindern, ten minutes by electric car from the center of town. Meals will be served in the cafeteria of the Science Building.

In addition to afternoon field trips and museum visits there will be guided weekend excursions to places of scenic and cultural interest. Oslo and its vicinity afford excellent opportunities for all types of recreational sports. The fees and estimated expenses amount to approximately \$275 to \$300. These costs must be added to transportation fees. (Round-trip U. S. A. to Norway: \$390-\$440 in tourist class) 200 berths are reserved on the SS *Stavangerfjord* from New York on June 16, 1953, while westbound passages are booked on the August 12, August 25, and September 8 and 22 sailings from Oslo. A limited number of scholarships are available.

For catalogue and application blank, write to either: Oslo Summer School Admissions Office, in care of St. Olaf College, Northfield, Minnesota, or Royal Norwegian Information Services, 290 Madison Avenue, New York 17, New York.

ENROLLMENT AND GRADUATION TRENDS.—The October 11, 1952, issue of *School and Society* carries an interesting article under this title by Toby Oxtoby, Robert Mugge, and Dael Wolfe. In this discussion of enrollment trends at the elementary, high school, and college level, they also present interesting figures showing the rapid increases that have been affected in these areas. Included also is the projected enrollment to 1966 at the elementary and secondary level and 1971 at the college level. On the following page are some of the statistics which have been assembled from the various tables presented with this article entitled "Enrollments and Graduation Trends."

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SCHOOL AND COLLEGE STATISTICS IN THE UNITED STATES

Projected to 1973.

School Year	Population 6-13	Elementary- school enrollment	Population 14-17	High-school enrollment	Population age 18	High-school graduates	First time in college	First degrees	Master's degrees	Doctor's degrees
1919-20	17,645,000	17,794,000	7,736,000	2,500,000	1,910,000	311,000		48,500	4,100	690
1929-30	19,725,000	19,953,000	9,341,000	4,804,000	2,358,000	667,000	330,000	122,500	15,000	2,290
1939-40	17,882,000	18,142,000	9,720,000	7,123,000	2,583,000	1,221,000	418,000	186,500	26,700	3,290
1949-50	19,816,000	20,486,000	8,762,000	7,036,000	2,230,000	1,233,000	428,000	266,000	44,500	5,350
1950-51	20,416,000	21,207,000	8,710,000	7,055,000	2,114,000	1,186,000	412,000	265,000	44,200	5,390
1951-52	20,888,000	21,842,000	8,835,000	7,218,000	2,203,000	1,254,000	436,000	277,000	44,700	5,590
1952-53	21,809,000	22,681,000	8,953,000	7,377,000	2,192,000	1,265,000	441,000	273,000	47,300	5,660
1953-54	23,154,000	24,080,000	9,061,000	7,530,000	2,178,000	1,274,000	444,000	273,000	47,200	5,630
1954-55	24,240,000	25,210,000	9,274,000	7,772,000	2,238,000	1,327,000	463,000	265,000	47,800	5,590
1955-56	25,200,000	26,208,000	9,567,000	8,084,000	2,322,000	1,396,000	488,000	283,000	47,000	5,940
1956-57	25,863,000	26,898,000	10,053,000	8,565,000	2,299,000	1,400,000	490,000	288,000	50,800	6,000
1957-58	26,609,000	27,673,000	10,678,000	9,172,000	2,391,000	1,475,000	516,000	292,000	52,400	6,070
1958-59			11,062,000	9,580,000	2,531,000	1,582,000	534,000	307,000	53,700	6,210
1959-60			11,238,000	9,811,000	2,807,000	1,777,000	623,000	326,000	57,200	6,640
1960-61			11,672,000	10,271,000	2,922,000	1,873,000	637,000	329,000	61,300	6,790
1961-62			12,387,000	10,987,000	2,775,000	1,801,000	633,000	350,000	62,800	7,090
1962-63			13,085,000	11,698,000	2,707,000	1,778,000	625,000	378,000	67,600	7,640
1963-64			13,864,000	12,491,000	3,240,000	2,155,000	738,000	427,000	73,700	8,430
1964-65			14,091,000	12,795,000	3,635,000	2,446,000	861,000	454,000	84,100	8,850
1965-66			14,120,000	12,920,000	3,472,000	2,364,000	833,000	439,000	90,800	8,960
1966-67					3,485,000	2,401,000	847,000	437,000	88,700	9,350
1967-68					3,466,000	2,416,000	853,000	532,000	89,100	11,030
1968-69					3,664,000	2,583,000	912,000	608,000	109,600	12,320
1969-70								591,000	126,500	12,000
1970-71								604,000	124,700	12,230
1971-72								611,000	128,700	13,490
1972-73								656,000	131,400	15,040





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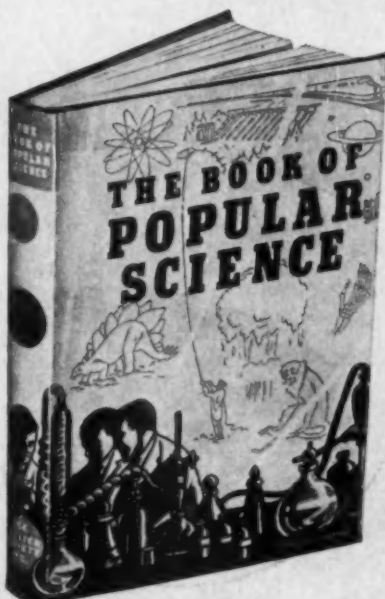
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